

THE CATHOLIC EDUCATOR

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EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION opens its fifty-second annual convention in Atlantic City, Tuesday, April 12, 1955. The Most Reverend Bartholomew J. Eustace, S.T.D., Bishop of Camden, who acted as host to the golden jubilee meeting of the Association in 1953, will again welcome the NCEA to the famous resort city. The deliberations continue over a period of four days, April 12 to 15, Tuesday through Friday of Easter week. Some months ago the committee in charge announced the general theme: "Realizing Our Philosophy of Education." Two years ago the attendance surpassed all expectations. It does not seem fantastic to predict that over 12,000 Catholic educators will assemble in Atlantic City for the present meeting. Though delegates come from every state in the union and usually from some foreign countries, the populous eastern states will be best represented. Atlantic City is a magnet that draws visitors from all parts of the world, and Catholic teachers who live in the far west of our country will make a special effort to come to this year's convention.

Bishop Eustace is again honorary chairman of the local committee. The general chairman is the Reverend Charles P. McGarry, superintendent of schools in the diocese of Camden. The other members of this committee are: Very Reverend John T. Sheehan, O.S.A., Reverend James C. Foley, Reverend Vincent J. Giammarino, Reverend Eugene Kernan, and Reverend Martin McMahon. The work of this local committee is of the utmost importance in ministering to the comfort and convenience of the delegates. A housing bureau takes care of reservations. The address of the bureau is 16 Central Pier, Atlantic City, N.J. Daily Mass will be celebrated at the Hotel Claridge for the Sisters. Priest delegates will find it possible to celebrate Mass in the Claridge or in the Shelburne Hotel.

All Meetings in Convention Hall

Convention headquarters and pressroom will be found in the foyer of the Convention Hall. In the Convention Hall will be held all the meetings of the various departments and sections of the Association. The exhibits, featuring the best in school equipment and materials, are to be found on the main auditorium floor of the Convention Hall. This year's exhibit is the largest in the history of the NCEA. A formal ceremony on the main floor of the Convention Hall will mark the opening of the exhibits on Tuesday, April 12 at 1:30 P.M. Delegates will find luncheon available in the Convention Hall. The office of the Secretary General of the NCEA, 1785 Massachusetts Avenue, N.W.,

ATLANTIC CITY WELCOMES THE NCEA

Washington 6, D.C., is prepared to answer all questions about the meeting.

The Most Reverend Leo Binz, D.D., President General, NCEA, will celebrate the opening Pontifical Mass on Tuesday, April 12, at 10 A.M., in St. Nicholas Church, Atlantic City. Bishop Eustace of Camden will deliver the sermon at this Mass. The choir of the Augustinian Scholasticate will come from Villanova University to sing the Mass. The civic reception on Tuesday afternoon at 2 P.M. in the Convention Hall ballroom will receive greetings from Bishop Eustace, host to the convention; from the Honorable Frederick Raubinger, commissioner of education, State of New Jersey; and from Mr. Alfred Saseen, superintendent of public schools, Atlantic City. The keynote address will feature this civic reception; it is to be delivered by Dr. Vincent E. Smith of the department of philosophy, University of Notre Dame. Executive Director Clint Pace, of the Whitehouse Conference on Education, will close this civic reception with an address on "The Work of the Whitehouse Conference on Education."

Speakers of National Note

Speakers of national note who will address other sessions of the convention are The Most Reverend John J. Wright, Bishop of Worcester; The Honorable Carter L. Burgess, assistant secretary of defense; Dr. Wilson Compton, of the Council for Financial Aid to Education; Mr. Frank Sheed, of Sheed and Ward; and Miss Margaret Foley, of the Conference of Catholic Schools of Nursing. Among the meetings that will attract great attention can be mentioned the initial conference of the Commission on Adult Education; the Conference of College Presidents; the Conference of Vocations Directors; the Conference of Elementary School Supervisors; and several panel discussions of great interest.

Major Seminary Department

In the major seminary department, the first paper at the opening meeting on Wednesday morning will be delivered by the Reverend Donald Wiest, O.F.M.Cap., St. Anthony Friary, Marathon, Wis. He will address himself to the subject, "Toward a Postgraduate Course in Moral Theology." "Developing Study Habits in the Seminarian," is the subject taken by the Rev. James T. Griffin, S.J., College of the Sacred Heart, Woodstock, Md. His paper with the subsequent discussion will close this first meeting.

In the afternoon session Wednesday, the Rev. Joseph T. Konkel, St. Francis Seminary, Milwaukee, takes as his subject, "A Practical Teacher Training Course in

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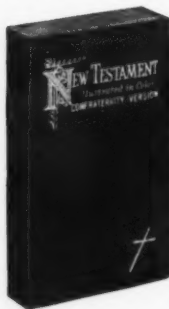


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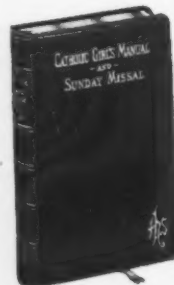
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the Seminary." Following this, the Rev. Godfrey Poage, C.P., Bosco Vocation Club, Chicago, opens discussion with a paper on "Training of Confessors With a View to the Stimulation of Vocations."

Thursday morning will be devoted to a joint meeting with the minor seminary department. This joint meeting will discuss the mutual problems of minor and major seminaries. The discussion topics are two in number: "Correlating the Curricula of Minor and Major Seminaries" and "Developing Maturity in Seminarians." The Very Rev. Marcellus Scheuer, O.Carm., Hamilton, Mass., will lead the discussion of the first of these topics, and the Very Rev. John P. McCormick, S.S., Theological College, The Catholic University of America, is discussion leader of the second topic. At the joint luncheon meeting on Thursday afternoon in Hotel Claridge, the Rev. Vincent V. Herr, S.J., psychology department, Loyola University, Chicago, reads a paper, "Mental Health in the Seminary." This luncheon meeting takes the place of the afternoon meeting. The major seminary department will meet in final session on Friday at 9:30 A.M. in Room 13, Convention Hall. The traditional discussion of seminary problems will be handled after the manner of an open forum. After reports of committees on resolutions and nominations, and election of officers, the session is adjourned.

Minor Seminary Department

In the first session of the minor seminary department on Wednesday morning, time will be devoted to the discussion of two subjects: "Library Practice in Minor Seminary Libraries," and "Some Problems Regarding Recreation." The Rev. Theophil T. Mierzewski will draw on his experience to lead the discussion, and the discussion of the matter of recreation will be led by The Rev. Murray Phelan, O.Carm. In the afternoon the minor seminary department will go into joint session with the vocations section. This joint session will discuss two important subjects: "Follow-up of Lay Alumni," and "Special Programs for Delayed Vocations." A paper by the Rev. John V. Wilkinson will introduce the discussion of the first subject; discussion of the second subject will be under the direction of the Rev. George E. Ganss, S.J., director of the department of classics, Marquette University.

The Thursday morning session will be a joint session of the two seminary departments. No formal papers will be read at this session; the two departments will devote the entire time to the discussion of their mutual problems. The first topic, in which the Very Rev. Edward A. Riley, C.M., will act as discussion leader, is "Correlating the Curricula of Minor and Major Seminaries." The second topic, "Developing Maturity in Seminarians," has the Very Rev. Bernard E. Volger, S.M., as discussion leader. At the joint luncheon, as already noted, Father Herr, S.J., will give an address on "Mental Health of Seminarians." On Friday morning the minor seminary department gives the session over to a panel on "Special Latin Courses for Enter-

ing Students." In this discussion the Rev. William A. Braun, S.S., the Rev. Charles J. Schoenbaechler, C.R., and the Rev. Mortimer J. Murphy will act as the leading panel members, and finally throw open the subject for discussion from the floor.

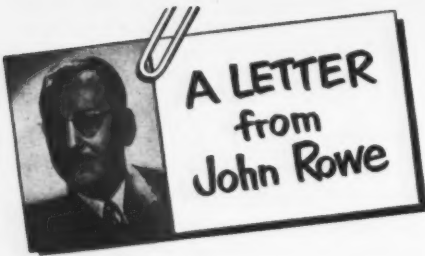
Religious Vocations

The vocations section have chosen as their theme, "The School and the Religious Vocation." Two subjects are presented for discussion at this Wednesday morning meeting: "The Teacher and Vocations in Catholic Schools," and "Fostering Vocations in Other than Catholic Schools." The afternoon meeting on Wednesday is given over, as already noted, to a joint session with the minor seminary department. Teaching Brothers are urged to take part. A parallel session will be conducted for Sisters. Featuring this session is a panel on "Fostering Vocations in the Schools." The subject will be handled by four speakers, one each for the elementary schools, the secondary schools, the colleges, and the nursing schools. The Thursday afternoon session proposes two important topics: "Relationship Between the Vocation Director and the School," and "What the School Expects of the Vocation Director." In the concluding session on Friday morning, an experienced director of vocations will give a paper on "The Fostering of Vocations Through School Talks and Retreats." Adoptions of resolutions and election of officers will conclude the session.

College and University Department

On Wednesday morning the first session of the college and university department will take as its topic, "Does our Philosophy of Education Truly Influence our Educational Practices?" Under the chairmanship of Brother Bonaventure Thomas, F.S.C., of Manhattan College, Brother E. Stanislaus, F.S.C., will present the topic. Responding for the humanities is Dr. James V. Mullaney; responding for the sciences is the Rev. John R. Cortelyou, C.M., of DePaul University. On Wednesday afternoon at 2 P.M., the Very Rev. Francis L. Meade, C.M., presents a committee report on *Faculty Welfare*, and Sister M. Augustine, O.S.F., a committee report on *Accreditation and Related Topics*. These committee reports are followed at 3 P.M. by a conference for presidents. The Very Rev. Robert J. Slavin, O.P., is chairman of this conference. He will introduce Mr. Wilson Compton, president of the Council for Financial Aid to Education, to speak to the topic, "Financial Aid to Higher Education by Business and Industry is a Two-way Street"; the Honorable Carter L. Burgess, assistant secretary of defense for manpower and personnel, to treat the topic, "The National Reserve Plan." The Very Rev. Raphael H. Gross, C.P.P.S., will act as discussion leader of two further topics: "Business (Including Corporations) and Education," and "Regional and State Groups of Colleges and Their Impact on Business and Industry."

A conference for deans at 3 P.M. takes for a panel



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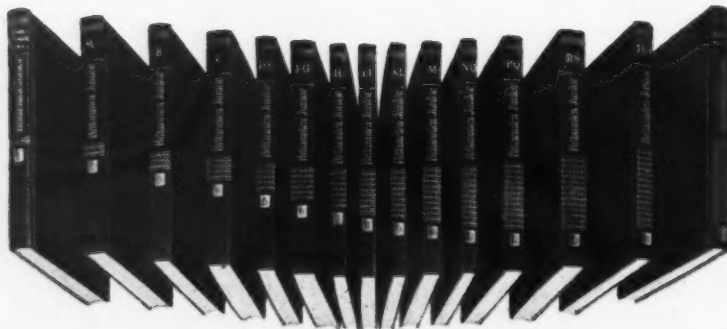
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theme, "Implications of Expanding Enrollments in Colleges and Universities." Speakers will address themselves to one or other of three topics: "Maintenance of Standards," "Recruiting Faculties," "Expansion of Physical Facilities." A discussion on NFCCS will be led by Msgr. Joseph E. Schieder. Three o'clock is the hour also for a meeting of the Committee on Nursing Education, with Sister M. Emmanuel, O.S.F., as chairman. The topic is "Survey of Present Status of Collegiate Schools of Nursing." Miss Margaret Foley, executive secretary of the CCSN, addresses herself to this topic. A second topic, "The Administration and Curriculum of the Collegiate Program," is to be handled by Miss Eleanor Helm, of the National League of Nursing. At 4.30 P.M. Wednesday, there is scheduled an executive meeting of deans of graduate schools. At 8 P.M., there will be held a joint meeting of the college and university department with the American Catholic Philosophical Association. The topic for discussion is "A Critical Examination of Catholic Philosophy of Education." The speakers are the Rev. Edward M. Dwyer, O.S.A., of Villanova University, and the Rev. Francis C. Wade, S.J., of Marquette University.

On Thursday morning at 9 A.M., there is scheduled a section on teacher education, with a symposium on "The Implications for Colleges in Current Trends Relative to State Certification Requirements for Teachers." Sister M. Mynette, F.S.P.A., of Viterbo College, addresses herself to the topic, "Current Trends Relative to State Certification Requirements for Teachers—A Challenge to the College." The Rev. William Kelley, S.J., of Creighton University, speaks on the topic, "Current Trends Relative to Certification Requirements for Teachers—Dangers to the College." A business meeting follows at 11 A.M., and Delta Epsilon Sigma has a business meeting scheduled for 10 A.M. At an Inter-American Affairs Committee luncheon, these committee reports will be presented: *Membership*, by Brother W. Thomas, F.S.C.; *Graduate Study*, by the Rev. Robert J. Henle, S.J.; and *Nursing Education*, by Sister M. Emmanuel, O.S.F.

At 2 P.M. meeting of the Committee on Sister Formation takes as its theme, "The Graduate Education of Sisters." Under this theme, the Rev. Edwin A. Quain, S.J., takes as his topic, "Selection of Candidates for Graduate Studies," and Sister M. Emmanuel, O.S.F., chooses, "The Sister in the Graduate School."

At 3 P.M. Thursday, the committee on graduate study holds a general meeting, in which Dr. John J. Kane takes as his subject, "Areas of Crisis Most Relevant to the Catholic Intellectual and Social Apostolate," and the Rev. Jerome V. Marchetti, S.J., gives an exposition of "The Enlistment and Training of Catholics to Meet the Crisis." We omitted to mention that the general theme of the discussion is "Catholicism and the Crisis."

In a continuation of the conference for presidents, there is another theme presented for discussion: "Planning for Increased Numbers in Higher Education."

The discussion will center on the adequate use of the present plant and the significance of new financial demands on higher education; increased enrollment in the women's colleges, and in the field of adult education; and the effect of increased enrollment upon the liberal arts curriculum. At the closing meeting on Friday morning, there is presented as the topic, "Does Our Philosophy of Education Truly Influence our Educational Practices?" Introducing the discussion is Brother E. Stanislaus, F.S.C. Scheduled as respondents are Dr. Francis M. Forster, of Georgetown University, for pre-professional education; Professor Charles J. Kieran of St. John's University, for business administration, and Dr. Charles H. Connolly, of Siena College, for teacher education. The meeting concludes with election of officers.

Secondary School Department

The Most Rev. John J. Wright, D.D., Bishop of Worcester, is scheduled to address the opening meeting of the secondary school department. Bishop Wright will take as his subject: "The Philosophy and Objectives of Catholic Secondary School Education." The second paper of the meeting, by Rev. John Lenny, S.J., will have as its subject, "Realizing our Philosophy and Objectives."

On Wednesday afternoon the secondary school department breaks up into a number of sectional meetings. In the first of these meetings, Mr. Frank Sheed, author and lecturer, takes as his subject, "Realizing our Philosophy of Education Through the Religion Program." Listed as consultants are the Rev. Alfred J. Junk and Brother Charles Henry, F.S.C. In the section devoted to administration, Brother Joseph J. Panzer, S.M., gives a paper on "The Administrator's Approach to the Lay Teacher Problem regarding Salary and Tenure." The Rev. George A. Harcar, C.S.Sp., of Duquesne University, opens discussion with a paper, "Orientating the Lay Teacher into Catholic Philosophy of Education and Its Objectives." Sister Judith Therese, C.S.C., and Sister Ignatia, O.P., will give their respective views of the best means of "Realizing our Catholic Philosophy Through Literature and the Fine Arts."

Again on Thursday morning the secondary school department presents a number of sectional meetings. The first of these sectional meetings, under the theme of religion, presents two papers: "Developing Spiritually Vigorous Catholics," by the Very Rev. W. D. Brady, O.P., and "Developing Socially Minded Catholics," by Rev. Paul A. Ryan, S.M. Listed as consultants are the Rev. Louis Twomey, S.J., Brother Urban Francis, C.F.S., and Sister Mary Gemma, H.H.M. Brother Edwin Goerd, S.M., will act as chairman of a sectional meeting on Administration. Brother I. Conrad, F.S.C., gives a paper on "The Administrator and the Students' Conduct out of School," and Brother Henry Ringkamp, S.M., addresses himself to "The Administrator and Relations with other Schools," both Catholic and non-Catholic.

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The chairman of a sectional meeting on the classroom teacher is Brother John Baptist Titzer, C.S.C. The final sectional meeting has as its topic, "Realizing our Philosophy Through the Social Sciences." The Right Rev. E. Kevane and Sister Mary Isabella, S.S.J., will present papers on this subject. Listed as consultants are the Rev. John Dominic Malone, O.P., Brother Eliphus Lewis, F.S.C., Sister Maria Leona, I.H.M., and Sister Mary Margretta, S.M. The final meeting of the secondary school department on Friday is a business meeting. There is but one address: "Facing the Problems in Catholic Secondary Education." The speaker is Brother E. Anthony, F.S.C., a veteran in the field of high school administration. The traditional dinner meeting of the school superintendents' department is scheduled for Thursday evening at 7 P.M.

Elementary School Department

The Right Rev. Monsignor Timothy F. O'Leary, superintendent of schools in the archdiocese of Boston, will address the opening meeting of the elementary school department, under the chairmanship of the Right Rev. Msgr. Jerome V. MacEachin. Msgr. O'Leary takes as his subject, "Philosophy of Catholic Education as it Affects the Classroom Teacher." A second speaker at this opening session is Sister M. Ilona, S.S.N.D. Her subject is "Catholic Civics Clubs Develop Christian Character." Her talk is followed by a demonstration of Catholic civics clubs in action. The Thursday morning session of the elementary school department presents a panel on "The Philosophy of Catholic Education as it Influences Administration." Opening the discussion from the viewpoint of the superintendent, is the Right Rev. Msgr. Robert Maher, superintendent of schools in the diocese of Harrisburg. Speaking for the supervisors is Sister Maurice, O.S.U.; for the pastors, the Very Rev. Msgr. John A. Gabriels; and for the principals, Sister M. Lorraine, O.S.F.

In the Thursday afternoon session, a panel is presented on "Character Formation: A Shared Responsibility of Home, School, and Parish." Representing the parents is Mrs. Marie O'Sullivan; representing the classroom teachers, Sister Mary, I.H.M.; and representing the pastors, the Rev. Paul T. Stroh. A supervisors' meeting on Thursday afternoon at 2 o'clock presents two Compilation Boards. Compilation Board I lists Brother Bernard Peter, F.S.C., Sister M. Edna, O.S.F., and Sister M. Xavier, I.B.V.M. Compilation Board II presents Brother Malcolm, C.F.X., Sister M. Alice, R.S.M., and Sister M. Gertrude, O.S.U.

The closing meeting of the elementary school department on Friday morning takes as its theme, "Personal and Vocational Guidance by the Classroom Teacher." Under the chairmanship of the Right Rev. Msgr. Henry M. Hald, Dr. Frank J. Ayd, M.D., will speak on *personal* guidance by the classroom teacher, and Brother Arthur Philip, F.S.C., on *vocational* guidance by the classroom teacher. Much will be added to the treatment

of the subject through free discussion of experienced teachers.

Kindergarten Department

The National Catholic Kindergarten Association is meeting in conjunction with this Fifty-second Annual NCEA Convention. The kindergarten group will attend the opening of the elementary school department on Wednesday morning. At 11 o'clock they will convene in Room A (450) for the formal opening of the fifth biennial convention of the NCKA. Sister Mary Hortense, B.V.M., president, NCKA, will act as chairman and present Sister Mary, I.H.M., of Marygrove College to open the session with an address, "Early Childhood Education and the Catholic Philosophy of Life." On Wednesday afternoon delegates are invited to visit the resource center in Room 15, where experts in the field of literature, art, and music will be available for conferences with individuals and groups interested in securing specific helps in the field of kindergarten education. Several booths will display the best in teaching aids and materials. Among the experts present will be Sister Mary Agnes, O.S.F., of Sylvania, Ohio, Miss Mary Ferguson of Atlantic City, Sister Mary Louise, C.S.C., associate editor, *NCKA Review*, Sister Mary Edmunda, B.V.M., of NCKA, Sister Elizabeth Ann, S.C., of Swissvale, Pa., and Estamae MacFarlane, Pueblo, Colo.

Superintendent McGarry of Camden is chairman of the Thursday morning meeting. Three addresses are scheduled: "Impact of the Modern World on the American Catholic Home," by the Rev. O'Neill D'Amour, superintendent of schools in the diocese of Marquette; "The Five-Year-Old Goes to School," by Sister Mary DeLourdes, S.M., first vice president of NCKA; and "A Small Child in Today's World," by Patricia Hasset of Catholic Charities, New York City.

Sister Marie Imelda, O.P., an experienced kindergarten teacher and now historian of NCKA, is chairman of Thursday afternoon's meeting. A panel discussion, "Christian Parent and Teacher Share Responsibility in the Development of the Small Child." Among the discussants, Patrick Crowley, of the Christian Family Movement, Chicago, takes as his topic, "Happier Families, Happier Children"; Sister Marie Virginie, O.P., of Milwaukee, "The Teacher and the Child's Spiritual Life"; and Dr. Mary Piana, psychiatrist of Flushing, N. Y., "The Child." On Friday morning, Sister Mary Margaret, O.S.F., second vice-president, NCKA, acts as chairman. Roma Gans, Teachers College, Columbia University, gives the closing address, "Planning a Vital Program for Today's Kindergarten Children." All teachers in Catholic kindergartens are urged to attend this meeting. The address is followed by a reading of the statement of policy of the NCKA, by Sister Mary Margaret, O.S.F. Reading of resolutions and announcement of national officers will follow.

(Continued on page 468)

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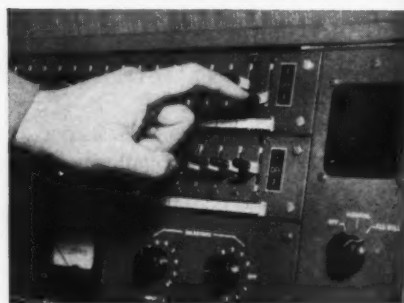
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PROGRAM

Catholic Audio-Visual Educators Association

Auditorium, Atlantic City, N. J., April 13-15, 1955

Wednesday, April 13, 1955

—Room 201

8:30 A.M. —Film Previews

—Room 201

9:30 A.M. —Opening Session

Chairman: Rt. Rev. Msgr. Paul E. Campbell, A.M.,
Litt. D., LL.D., Editor THE CATHOLIC EDUCATOR.

Speakers:

1. Greetings: The President of CAVE, Rev. Dr. Leo J. McCormick.
2. Keynote Address: The Most Rev. Thomas A. Boland, S.T.D., LL.D., Archbishop of Newark, New Jersey.

—Room 201

10:00 A.M. —Panel Discussion:

Chairman: Rt. Rev. Msgr. Henry M. Hald, Superintendent, Brooklyn, New York

CENTERING AV MATERIALS AND TECHNIQUES ON
TEACHER TRAINING

Using AV Materials in Classroom: Dr. Lulu Spilde,
Teachers College, St. Johns University, Brooklyn,
New York

Using Radio and TV Programs in Classroom: Rev.
George V. McCabe, S.J., Ph.D., Weston College,
Weston, Massachusetts.

Teaching Religion with AV Materials: Brother Leo
Murray, S.M., North Catholic High School, Pitts-
burgh, Pa.

—Room 201

2:30 P.M. —Advisory Board Meeting of CAVE
CAVE officers are Rev. Leo J. McCormick, superin-
tendent of Baltimore Catholic schools, president; Rev.
Michael F. Mullen, C.M., of St. John's University,
Brooklyn, N. Y., vice president; Sister Ignatia, C.S.J.,
The Cathedral School, St. Paul, Minn., secretary;
Brother Raymond Glemet, S.M., University of Dayton
(Ohio), treasurer.

Thursday, April 14, 1955

—Room 201

8:30 A.M. —Film Previews

—Room 201

9:30 A.M. —Panel Discussion:

Chairman: Rev. James E. Hoflich, Superintendent
St. Louis, Missouri

Teaching Adventures in Arithmetic: Dr. Andrew F.
Schott, Marquette University, Milwaukee, Wis-
consin

Teaching the Home-Bound Child: Mr. J. A. Rich-
ards, Executone Incorporated, New York, N. Y.

Using AV Materials in Curriculum Development:
Dr. Sherwin G. Swartout, Audio-Visual Service,
Teachers College, Brockport, New York

—Room 201

2:00 P.M. —Demonstration:

Chairman: Rev. Thomas A. Lawless, O.S.F.S.,
Superintendent, Wilmington, Delaware

Visualizing Economics: Mr. Howard Bennett,
General Electric Co., New York, N. Y.

3:00 P.M. —Panel Discussion:

Chairman: Rev. Thomas A. Lawless, O.S.F.S.,
Superintendent, Wilmington, Delaware

*The Teacher Meets the AV Producers, Quiz Pro-
gram:*

Sister Mary Bernard, B.V.M., Sisters of the Pre-
sentation of the Blessed Virgin Mary, St. Cath-
arine's School, Riverside, Connecticut

Sister Joan Ignatia, Catholic High School, Baltimore,
Maryland.

Panel:

Mr. Walter E. Johnson, Vice President, Society for
Visual Education, Inc., Chicago, Illinois.

Mr. Albert J. Rosenberg, Manager, McGraw-Hill
Text Films, New York, N. Y.

Mr. Alfred Devereaux, Eye Gate House, Long Is-
land City, N. Y.

Encyclopaedia Britannica Films, Wilmette, Ind.

Friday, April 15, 1955

—Room 201

8:30 A.M.—Film Previews

9:30 A.M.—Panel Discussion:

Chairman: Very Rev. John J. Enderbrock, Superintendent, Trenton, N. J.

WIDER APPLICATIONS OF AV

Bishop Fulton Sheen's Program Analyzed: Mr. James Caddigan, Director of Programming, Dumont Television, New York, N. Y.

Teaching Reading with AV Materials: Dr. Ella C.

Clark, Marquette University, Milwaukee, Wisconsin

Program of the Film Council of America: Mr. Paul A. Wagner, Evanston, Illinois

Teaching Health and Hygiene with AV Materials: Sister M. Wilhelmina, St. Joseph's Hospital Nursing School, Syracuse, New York

11:30 A.M.

Report of the Nominating Committee.

Installation of Officers and Advisory Board of Catholic Audio Visual Educators Association.

Welcome to Catholic Educators by CAVE...

"As the horizon of Catholic education grows brighter and wider, the members of the Catholic Audio-Visual Educators Association join with the 1955 NCEA national convention in Atlantic City, April 13-15, 1955. The largest group of Catholic educators in the United States, who are deeply interested in audio-visual techniques and materials, now are an integral part of the NCEA conventions. Many Catholic educators in the

eastern half of our country have a favorable opportunity to participate in CAVE's program of panels and demonstrations, who for the past three CAVE conventions found the summer period inopportune because of other summer commitments. They will be welcome to our sessions and will find new interesting exhibits of things audio-visual for their inspection."—Reverend Doctor Leo J. McCormick, CAVE president.

4th

Annual National Convention

Catholic Audio-Visual Educators Ass'n

April 13-15, 1955, Atlantic City, New Jersey

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- Wednesday afternoon kept free for visiting exhibitors' booths.

BY SISTER M. GERALD CURRAN, S.S.J.

121 Chamberlain Avenue, Pontiac, Michigan

The INFORMAL CLOTHING CLASS

and Discipline

ONE OF THE PRINCIPAL PROBLEMS which teachers of large sewing classes face is that of maintaining a happy balance between the formality of the ordinary classroom situation and the informality of a home-like atmosphere. Most classrooms set up for instruction in the home arts, sewing, cooking or home management, are purposely made as pleasant as possible, as informal as a neat, well-arranged home. Worthy though this objective may be in itself, the very informality of such situations tends to create a problem in discipline. Students react to the atmosphere in which they find themselves, and consequently relax in an informal situation to the point where discipline may be endangered and progress in learning slowed down to a minimum.

Natural Inclination Leads to Measure of Success

Because it is so much the nature of a woman to enjoy homemaking of any type, girls come to the sewing class with enthusiasm, and if the course is properly conducted, usually have no difficulty maintaining this spirit. This natural appetite for homemaking carries them through the otherwise discouraging experience of not having their efforts turn out so well as they had hoped, and they persevere until they meet with some measure of success and have something worth while to exhibit for their trouble.

As in everything else, extremes are to be avoided in this matter. One, a too carefree informal atmosphere in which the students are free to go where they will, do what they will, talk as much as they wish and about what they wish, would breed disorder, would result in little accomplished and that poorly, and would even encourage lack of respect for the teacher weak enough to permit such conditions and situations to go unchecked. Should this situation be allowed early in the year, it is next to impossible to right-about-face later, for the student would have formed undesirable habits and would resent having these so-called "privileges" taken from them.

The Other Extreme

The other extreme, too rigid supervision, is just as bad, if not worse. An iron rod of "don't, don't, don't" kills the joy of creating which should go with sewing, puts a damper on enthusiasm, and puts the students in

the position of watching the teacher to see if she is watching the pupils. No one enjoys working under such conditions, and the teacher who has to resort to such methods will be fortunate if the dislike which she engenders for her methods is not projected on to her person and, more unfortunately, on to the skills which she is supposed to give the students assigned to her classes.

Well, then, just what is a happy medium in this instance? Should the students be permitted to move around freely, going where they need to go, talking to those around them, helping each other when the teacher is occupied with someone else, and the like? These and other problems are the subject of this consideration, after some experiment with various methods of discipline in large classes. They are passed on for what they are worth, although certainly conditions will vary in different situations. Perhaps if a sewing class is surrounded by other classes, a rather rigid silence will have to be enforced for the sake of the more formal classes in the area, which would be disturbed by too much activity in the sewing class. Even here, however, it is well to remember that efficient work in this type of class necessitates permission to go to machines, to cutting table, to storage cabinets, as needed. This type of mobility should be expected, and teachers would jeopardize the efficiency of the work group were they to insist upon girls staying at their places unless each individual has definite permission to leave her place.

Ideal Room Location

The ideal clothing department is away from other classrooms, so that strict formality may be give way to a more permissive atmosphere, for the good of the work being done. A woman, sewing in her own home, would certainly be handicapped if she could not move around—to the table, to the sewing machine, to the iron, to cupboards, to a sink for water for pressing. So, too, with students in a sewing class. Usually our class periods are all too short, even when they are an hour or more, considering the number who have to share equipment and space. If all are held to their places rigidly, not permitted to go where they wish to work, not permitted to discuss procedures with other students, their efficiency is greatly curtailed.

But, the harassed teacher might well ask, what can I

do when the girls all get talking and waste time? How can I control the situation before it gets out of hand? How can I keep the students so interested that they will want to use every minute well and will not have to be watched?"

Suggestions Toward Ideal Situation

The following suggestions may prove helpful.

First, endeavor to keep sewing classes small. Since the girls are soon working independently of what others are doing, and this must be so, it is necessary that the numbers be kept down; otherwise, the teacher cannot keep control of the situation. To have thirty-six girls in a beginners' class is enough to frighten any sewing teacher, especially when the equipment and space was planned for an ideal sixteen or eighteen. Twenty-four or thirty second-year students is not too disconcerting a number, since these students are already pretty much on their own. But beginners are so completely dependent on the teacher that to overcrowd the class is to insure its presenting serious problems to any teacher.

Keep Interest High

Endeavor to keep up the interest the girls have when they first come into the class. A little healthful competition will spur the girls to increased effort and carefulness, and will obviate any difficulty about good use of time. Later this competition will not be needed, for interest will keep the students going.

Perhaps a record card for each garment is the answer to this problem, and yet means little extra work for the teacher, while it does give her a very good check of each girl's accomplishments and shortcomings. Two or three points for each completed step in the process, plus two or three "bonus" points for exceptionally good use of time and following of directions given will call attention to the importance of these details. A class record makes comparison with others possible, and display of garments in school showcases, or on bulletin boards, frequently during the year, keeps up interest in the work of the group.

Patience

Expert seamstresses have difficulty being patient with beginners who cannot seem to sew a straight line, who never quite understand about that $\frac{5}{8}$ " seam allowance, or who insist upon selecting patterns entirely unsuited to their age or figure. Yet it is in these little details that real progress is seen. Let us be patient with the clumsy fingers, the too-eager young lady with the scissors in her hand, the young one at the machine, not very careful and much too speedy. Skill will come with practice only, and discouragement comes with repeated failure and frowns of displeasure from the one in charge. Few are the garments that have not something done right about them. After these points are recognized, the criticisms of an unfavorable nature are not so hard to take. Usually a girl can tell you herself what must be improved the next time. This sort of criticism is much

more beneficial than that of the superimposed type.

It is well to keep moving around the class and observe what each student is doing, not with the idea of expecting trouble, but with the air of one who is around to help and to prevent mistakes being made.

Leaders Help Especially in Large Classes

Students are willing to help each other, but it is wise to have the instructed one come to you for a checking before proceeding too far without teacher guidance. The faster, better workers often can explain procedures to slower students more intelligibly than you can, and this delay in their rapidity will not handicap them very much. It is a big help to have a few leaders of this type, especially in large classes.

Do not hesitate to use short cuts wherever possible, even if these were not allowed to you in your classes of instruction. After all, methods do change, often for the better. Pinning is almost entirely succeeding basting among the more modern and efficient seamstresses. The machine attachments were made to be used, yet very few women know how to use them! Once the girl has mastered these, they are an unending source of delight to her, and how she loves to show Mother how to use them! "She didn't even know what the things were for!" She will tell you in amazement that she actually knows something her mother does not know.

Soft Music in Work Room

Try the effects of soft music in the work room. It has been found helpful in keeping down unnecessary conversation and improving the atmosphere of quiet contentment at work. And don't insist on *your* brand of music!

What about the occasional girl who cannot keep her attention on her work, but is regularly found visiting, her work lying idle on the table? Try quietly removing her from the group and isolating her for a few days or weeks. She will learn that she can get much more done by paying attention to her work than by idle visiting. No doubt, a short period of isolation will be sufficient to convince her that you mean business. When you check her card later, you have another chance in your refusal to give her the full number, or perhaps any, of the bonus points for good use of time.

Room Use Outside Regular Hours

Girls fascinated by the garment they have half finished will request permission to use the sewing room outside of regular hours, perhaps on free days, when the long interrupted period of quiet work will do wonders to get them caught up to the faster workers. If it is possible to grant this concession, the teacher doing some of her own work while supervising, much will be done to keep up interest. Quiet music and pleasant companionship make the hours speed by, and what a joy in working will be result, a joy that will go down the years ahead, when these same girls will be homemakers, taking pride in their work around their own little homes.

Consistency Aid to Discipline

One last warning in conclusion. Consistency is a great aid to discipline, here as elsewhere. From the first day of school, the students should know exactly what your standards are, and should soon learn that you have good reasons for your regulations and will quietly but firmly insist upon them to the closing day of school. This consistent discipline really makes for security, for the student knows what is expected and will not have to fear the frequent imposition of new regulations or constant changes in the old ways of doing what is asked. Such minor points as always wearing a wrist pincushion, carrying shears to the machine, keeping work free of clutter, maintaining order in one's storage space and sewing box, wearing of thimbles (if that is one of the requirements) and sitting at one's own place to work may seem like unimportant details, but they are the trivialities which mean the difference between order and disorder when you have a large class to handle. Moreover, these same "minor points" decide whether or not these girls will eventually become careless or careful seamstresses. It is surprising that the girls expect you to be

strict about these points and are appreciative of your sternness regarding them, providing you are consistent.

Will Acquire Love for Homemaking

As the year advances, your watchfulness and firmness will ease up the burden of teaching a too-large class. The students will get into the good habits you desire, will require less and less supervision and their garments will be proof sufficient of your wise discipline and careful instruction. But more important than this, they will acquire a love for homemaking which will go on down the years with them, and still be effective long after you have had them in your classes.

The joy of creating something beautiful from a few yards of lovely fabric is mentally stimulating, and can act as a safety valve to a distraught mother, harassed with the cares of everyday life and the worries of providing for a family. This skill might well serve as an outlet which might prevent mothers of the future seeking it elsewhere, away from their families. Besides, most families have to economize in every way possible, and home sewing is a means of saving many a dollar.

CHECK CARDS FOR FIRST-YEAR STUDENTS

(Adapted from 4-H checklist used by leaders to evaluate garments for 4-H Exhibitions. See these for further ideas)

Key: 3 points-excellent

2 points-good

1 point-fair

0-poor

Apron		Skirt		Blouse		Dress	
Name		Name		Name		Name	
Fabric	Cost	Fabric	Cost	Fabric	Cost	Fabric	Cost
Laying out pattern or proper tearing of parts		Laying out pattern (also cutting)		Laying out pattern		Laying out-cutting	
Hem or binding		Stay-stitching		Stay-stitching		Stay-stitching	
Stitching		Following pattern guide		Following pattern guide		Following pattern guide	
Pockets		Darts		Darts		Darts	
Band		Seams		Seams		Seams	
Ties		Band		Collar or neckline		Collar or neckline	
				Sleeves or finish		Sleeves or finish	
Pressing		Zipper		Buttons-buttonholes		Buttons-buttonholes	
Bonus-Good use of time		Hem		Finish of bottom		Hem	
Bonus-Following directions		Buttonhole-button		Pressing		Zipper	
Total		Pressing		Bonus-Following directions		Belt-Choice or made	
On next garment, I will improve:		Bonus-Following directions:		Bonus-Good use of time		Pressing	
		Bonus-Good use of time		Total		Bonus-Directions	
		Total		I will improve:		Bonus-Use of time	
		I will improve:				Total	

(Put bound swatch on reverse side and mark class chart)

(No more than 2 points missed-Excellent Progress ribbon; no more than 4 points missed Satisfactory progress)

(Swatch on reverse side; mark class chart)

(Swatch on reverse side, mark class chart)

THE WELFARE STATE

Is the "welfare state" good or bad from the viewpoint of Catholic teaching? Is it a term that can be fittingly used to describe the papal program of social reform, or is it "creeping socialism"? The answers to these questions find Catholics in opposite camps. Some regard it as hardly more acceptable than communism itself. Others look upon it as a term good enough to characterize the plan of the social encyclicals.

Catholic Opinion Divided

In England, where the term "welfare state" seems to have been coined, Catholics of some prominence have been quite vocal in either praising it or denouncing it. For instance, an article entitled "I Like the Welfare State" appeared in *The Christian Democrat* by Michael P. Fogarty, professor of industrial relations at University College, Cardiff, Wales. His articles on various aspects of Catholic social teaching have appeared in Catholic publications in the United States as well as in England. He deplores the fact that the welfare state is coming to be a term of abuse in some parts of the Catholic social movement. "This is alarming," he says, "to those who, like myself, worked for many years to complete the structure of the welfare state as we know it, and see to this day no reason why most of this work of our hands should be undone."¹

Professor Fogarty happens to be one of the members of the executive board of the Catholic Social Guild of England, the publisher of *The Christian Democrat*. Editorially, this esteemed exponent of English Catholic social thought has been very critical of the British version of the welfare state for the past few years. In its issue for December 1951, *The Christian Democrat* published a strong rejoinder to Mr. Fogarty's article by Bob Lyle under the caption, "I Dislike the Welfare State." He thinks that the end result of the British Government's nationalization and welfare programs will be totalitarian state capitalism such as obtains today in Soviet Russia. According to Mr. Lyle, the British Labor Party is attempting to achieve the same objective as Lenin and Stalin, only by slower and more peaceful means. "The political structure which we call the welfare state is founded," he said, "in an economic system which is itself based upon a reading of life and an interpretation of man which is fundamentally false."²

Colin Clark's View

Last year *The Christian Democrat* published a pamphlet called *Welfare and Taxation* written by Colin Clark, an economist of international prominence. An Australian, Mr. Clark has written much on Catholic social thought, and his views are highly regarded. He leaves no doubt in his recent pamphlet of his strong repugnance for the British welfare state. He would go to the length of scrapping the whole set-up and of replacing it by a system of voluntary services. For instance, unemployment insurance would be handled by trade unions, health services by unions and friendly societies, such as co-ops and mutuals, and old-age and survivors benefits by a national insurance system administered by private, local bodies.

"Creeping Socialism"

Here in the United States, the merits of the welfare state have been debated pro and con, but perhaps less extensively than in England. During the 1950 elections the term was used by the opponents of the New Deal and the Fair Deal to convey the idea that these programs of the Roosevelt and Truman administrations are tending to destroy the American way of life and of foistering upon us a socialist society. According to John T. Flynn, author of *The Road Ahead*, a best-seller book, the "welfare state" which we now have is but the forerunner of a socialist state. It is "creeping socialism." It is still possible, thinks Mr. Flynn, to check and reverse the direction American society has been going. We must, he says, "set our hands to the hard task of lifting up and revivifying our shattered system of free enterprise. If we do not, we shall go on stumbling down the path along which Europe has slipped."³

It should be evident by now that the term "welfare state" means different things to different people. Professor Fogarty and Mr. Colin Clark are both well acquainted not only with Catholic but also with secular socio-economic and political thought. The former finds the principle of the "welfare state" altogether in accord with Catholic social principles. He admits that there have been certain errors in applying it to the complex society of today. But on the whole he sees no reason for undoing the structure of the British type of "welfare state." Colin Clark, on the other hand, criticizes it not only because it is costing the people more in taxes than they receive in benefits and services, but because it

¹*The Christian Democrat*, II, No. II (Nov. 1951), pp. 256-59

²*The Christian Democrat*, II, No. 12, pp. 282-85

³*The Road Ahead* (Devin-Adair Company, 1949)

violates Catholic social principles, particularly the principle of subsidiary function. In his opinion, the State is supplanting when it should be supplementing the efforts of individuals and of organized groups to provide for their own welfare.

Of English Origin

The concept of the "welfare state" is of such recent origin that it is almost impossible to define it precisely. It originated, as has been said, in England after the war as a term to describe the modern State's program of social welfare. No one, least of all a Catholic, can question that one of the major functions of the State is to promote the welfare of its citizens. In the preamble of the American Constitution it is clearly stated that one of the principal functions of government is to "promote the general welfare." However, it is one thing to say that the proper object of the State is the general welfare, and another to say just what the State should do in the performance of this function, and what should be the methods employed. The term "general welfare" is one of those higher abstractions. Just what all does this mean in the concrete? And just what sort of intervention or activity by the State is necessary to achieve the things it includes? Under what conditions? Even those who reject the *laissez-faire* or "policeman theory of the State" as utterly opposed to Catholic social teaching may differ, and even differ as widely as do Professor Fogarty and Colin Clark, in answering these questions.

The Common Good

The general welfare, or the common good as it is generally called in Catholic social teaching, "actually exists only in the persons who make up society, yet it clearly differs from the individual good," said Gerald Kelly, S.J., in a paper read before the 1952 meeting of the Catholic Theological Society of America. "It represents," continued Father Kelly, "a state of well-being that the person alone could not achieve. In other words, society offers him advantages in the economic, cultural and moral orders that he could not attain without society; and these advantages constitute the common good." Each society, from the international community and the various national communities down to the family and such associations as the labor union local, has its own common good. It would have no reason to exist, if its members themselves could take care of their needs adequately on an individual basis. The individual belongs to a host of associations intermediate between the family and the greater societies such as the national State precisely because he is unable himself to supply all of his needs for physical, intellectual, and moral development. Social living affords advantages and opportunities for one's natural and even supernatural perfection that would be lacking in a Robinson Crusoe form of existence. In fact one could not survive physically, let alone live well, outside society. Even the monks in the desert did not live altogether alone.

Catholic Concept of General Welfare

The term "common good" or its equivalent "general welfare" is the central theme in the social encyclicals of recent Popes. Their concept of the common good, according to the late Monsignor John A. Ryan, "is wider, more human and more humane than that which is dominant in American popular and legal usage."⁴ It means more than the welfare of the community as a whole as this is understood by advocates of mercy killing and of sterilization of the physically incurable and the mentally unfit.

In the Catholic concept of the common good the individual members of society must share in it, though not necessarily equally. There must be, it is true, absolute equality with regard to basic human rights, but proportionate equality—according to the contribution and capacity of each—suffices with respect to the other constituent elements of the common good. Sharing in the common good is not like sharing a pie or cake that can be divided into parts. The help for the fulfillment of their personal ends which individuals obtain through social living and cooperation is something indivisible, something they share like light or air. Thus when society is badly organized it is not only the common good which suffers but the good of the individual members as well.

Common Good the Welfare of All and Each

Since the common good is the mutual help which the members of society receive from their cooperation, it is not an end in itself but a means toward the achievement of their personal ends. The individual members have the duty of working for the common good, but never at the expense of human personality. "It is of the very essence of social justice," says Pope Pius XI, "to demand from each individual all that is necessary for the common good." But, continues the Pope, "it is impossible to care for the social organism as a unit unless each single part and each individual member—that is to say each individual member in the dignity of his human personality—is supplied with all that is necessary for the exercise of his social function."⁵

It is a totally false concept of the common good to think of it in terms of building up wealth or power, whether of the nation or of a particular social class, if in the process the working classes, for instance, are denied the means of decent and virtuous living. The "trickle down" idea of prosperity which still persists in the thinking of certain politicians is foreign to Catholic social thought. The division into rich and poor, characteristic of society in every age, is not in itself contrary to the common good, and is in fact a part of the divine plan. Pope Pius XII was very clear on this point in his letter, *Sertum Laetitiae*, which he addressed to the bishops of the United States some years ago.⁶ But

⁴Ryan, *Seven Troubled Years*, Ann Arbor, Edwards Bros. Inc., 1937.

⁵*Atheistic Communism*, sec. 51, NCWC translation.

⁶*Acta Apostolicae Sedis*, XXXI, 653

he as well as other Popes have strongly condemned the division into the very rich and the very poor as contrary to the common good, or the welfare of all and each. The common good is not realized as long as any constituent groups of a society and any of its individuals are denied what is due them according to their contribution and capacity.

State's Responsibility For the Common Good

What is the State's function with regard to the common good or the general welfare? In Catholic teaching the State, as the highest of the temporal associations in the community, particularly on the national level, is charged above all others with the duty of protecting and promoting the common good. But it may not exclude the lesser associations in society from sharing according to their competence in this function. The State is not intended by nature to be the sole representative of social responsibility. "Everywhere," writes Professor MacIver of Columbia University, "men weave a web of relationships with their fellows, as they buy and sell, as they worship, as they rejoice and mourn. This greater web of relationships is society, and a community is a delimited area of society. Within this web of community are generated many controls that are not governmental controls, many associations that are not political associations, many usages and standards of behavior that are in no sense the creation of the State."⁷

Principle of Subsidiarity

In sharing responsibility for the common good with lesser social bodies the State should observe the principle of subsidiarity or of subsidiary function. The Latin word *subsidium* from which the term is derived gives the clue to its meaning of "assistance" or "aid." Society is a vast network of associations and institutions, small and large, some more inclusive than others. The smallest of these, the family, is the most important of human societies, more important than the State. All, of course, exist to help the individual who is of supreme importance. The societies or associations that function at the higher levels are required by social justice to supplement those on the lower levels. They are needed to help the groups below them, particularly the family, and their individual members to provide for their own welfare. In carrying out its subsidiary function the higher social body should normally limit its aid to what the lower body and its members need to supplement self-effort. If it attempts to do for them what they can do themselves, it deviates from its natural purpose and lessens the opportunities they would otherwise have for personal self-development.

"A Grave Evil and Disturbance of Right Order"

Pope Pius XI in *Quadragesimo Anno* is most emphatic in denouncing violations of the principle of subsidiarity, particularly on the part of the State. "As history abundantly proves," he says, "it is true that on account of changed conditions many things that were

done by small associations in former times cannot be done now save by large associations." "Still," he continues, "that most weighty principle, which cannot be set aside or changed, remains fixed and unshaken in social philosophy: Just as it is gravely wrong to take from individuals what they can accomplish by their own initiative and industry and give it to the community, so also it is an injustice and at the same time a grave evil and disturbance of right order to assign to a greater and higher association what lesser and subordinate organizations can do. For every social activity ought of its own nature to furnish help to the members of the body social, and never destroy or absorb them." Pope Pius XI concludes his discussion on this point by saying: "The supreme authority of the State ought, therefore, to let subordinate groups handle matters and concerns of lesser importance, which would otherwise dissipate its efforts greatly. Thereby the State will more freely, powerfully, and effectively do all those things that belong to it alone because it alone can do them: directing, watching, urging, restraining, as occasion requires and necessity demands."⁸

Has the modern State, particularly our own, kept within the limits of justifiable intervention, as prescribed by sound social philosophy, in its welfare program? Or is there good reason to fear that what the Federal Government is doing in this field is "creeping socialism?" An attempt will be made to answer these questions in the concluding part of this article.

⁷R. M. MacIver, *The Web of Government* (New York: The Macmillan Co., 1947), p.193.

⁸Sec. 79-80

Atlantic City Welcomes NCEA

(Continued from page 457)

Special Education Department

The special education department has a packed program. The opening meeting on Wednesday morning will present five papers: "An Administrator Speaks on Special Education," by Frederick J. Gillis, Ph.D., of the Boston public schools; "Remedial Reading: An Elementary and Secondary Problem," by Sister M. Nila, O.S.F., of The Archbishop Cushing Educational Clinic; "Realizing Our Philosophy of Special Education," by the Rev. William F. Jenks, C.S.S.R., of the NCEA office; "Remedial Reading for Physically Handicapped Children," by Agnes V. Thompson of the Child Guidance Clinic, Jersey City; and "What I Learned from Karen," by Mrs. Marie Killilea, the author of *Karen*.

Three sectional meetings will be in progress Wednesday morning and afternoon. The first of these sections will consider the juvenile delinquency problem. Four papers will be presented: "Re-education of the Delinquent," by Mother M. St. Urban of Boston; "Recognition of and Our Obligations towards the Predelinquent," by Brother Baldwin Alfred, F.S.C., of Lincoln-dale, New York; "The Role of the Catholic Child

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BY BROTHER ALAN SPRENGER, S.M.

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LIFE of CHRIST in RELIGION COURSE

A WELL-KNOWN EDUCATOR once said: "Today history and the social sciences are taking the place of the classics as the unifying force in education." For the teacher of religion, this remark serves to emphasize the transcendent quality and value of the life of Christ, for it undeniably holds the place of the greatest classic of all ages, while being at the same time the story of the most significant life ever lived. Its place is indeed so important that we can hardly call complete the education of a student in which at least some time has not been devoted exclusively to a comprehensive treatment of the life of Christ.

The teacher has a double task in hand; he must present both its enchantment and inspiration as a classic, and its factual value, implications, and results as a history. Yet how much easier it is to place most if not all the emphasis on what might be slightly called "mere facts," and insist on a knowledge of only dates and places and events. The life of Christ is dead and sterile if it ended in the year thirty-three, for if He is to be brought to life in the hearts and lives of our students, He must be able to live in the world about them today.

Personal Love Highest Formative Influence

No one will deny the principle that man can not love what he does not know—that knowledge must precede love. Yet the very structure of the statement indicates that the goal is not knowledge but love, that knowledge is but the means by which we hope to draw hearts to a great living love of Christ. We must not risk failure by stopping with our task half done.

The teacher finds himself face to face with the necessity of putting across not only the "what" but the "how" of Christ's life, actions, and utterances. For we can not do today *what* He did two thousand years ago, yet the very essence of Christianity is found in all times and circumstances in living *as* He did. Christ's every action, every saying, must be brought to life by personal application to the student and his life. Observe, for example, the puzzlement and awed giggles on the part of the boys when they are asked to picture the child Jesus at the age of fourteen or fifteen, with His hair cut short, wearing a modern shirt, tie, pants, and shoes, sitting at the desk alongside them. Why should the Christ of the gospels be so out of place in the world of today, if it is not a sign of our failure to present Him as imitable in every age, even in these neo-pagan times?

Formation Stressed

One of the textbooks most in use in our schools at the present time is the four-year series entitled *Our Quest for Happiness* by Rev. Clarence Ewell. The book for the sophomore year treats the life of Christ from such a viewpoint, stressing *formation* rather than *information*. It presupposes a detailed knowledge of subject matter, for although there are numerous references to scripture texts, the discussions are presented with few exact quotations for study. Such often becomes a definite handicap, especially where the treatment of parables and miracles is concerned. This can be overcome by the teacher's reading pertinent passages from the gospels, or requiring the boys to purchase a pocket-size copy of the *New Testament* as a supplementary text.

Student Participation

Another method that shows some promise of fair results consists in assigning the various parables and miracles or particular events to individual students. They are to read the matter in the gospels *themselves* and present the story to the class in their own words, making whatever personal application is evident to them. Such a method fosters desirable class participation and attracts the interest of the other students who, more often than not, have been listening to the teacher till everything he says sounds the same. Also the language in which the boy would couch his talk is pointed more directly at his fellows, and, provided that he have a sufficient grasp of the topic, his presentation may even be clearer and more meaningful to them than that of the teacher. Lastly, any application he might make to his own life and the lives of those around him would give the teacher valuable insight into the minds of the youth with whom he must deal.

Positive Approach to State of Grace

The noted psychologist, Rudolph Allers, has expressed the notion all too prevalent among our students today concerning "the state of grace" with the simple, unqualified statement that the only condition necessary for its preservation is the avoidance of mortal sin. Such a statement taken at face value easily leads one to the heresy that the state of grace is nothing more than the absence of mortal sin, and not a positive quality to be desired in itself. How can such a view lead our youth

to avoid sin if there is nothing to be lost (at least in the present), and nothing to be gained? The idea of sanctifying grace as found throughout much of the modern generation is little more than a pretty name—a gift package wrapped in fancy paper and bound with an attractive ribbon—while few, if any, really know what is contained within it.

A correct understanding of the nature and value of sanctifying grace is essential to a complete knowledge and appreciation of the life of Christ, especially after one realizes that it is in actuality a participation in, or a continuation of, His life and that of His Father. When a student finds out that St. Paul means what he said in the words "You are gods," and is convinced that his spiritual life is as real a "thing" as the physical life throbbing through his veins, that after mortal sin he is as spiritually dead as a corpse lying in a coffin (though he "looks as if he were asleep"), then there is far more chance of implanting a conviction of the desirability of keeping himself in the state of grace. Also, who will deny the forceful impact of a novel method of presenting a timeworn fact? For it seems so ridiculously simple to a lad to wiggle his little finger, and he will quickly admit he could not perform even such an insignificant action if he were lacking physical life, that a comparison with his total spiritual helplessness when in mortal sin cannot but make some impression on his conscious emotional life.

Then, too, the teacher will frequently run up against the attitude that "it's impossible to stay in the state of grace." No one will deny, with modern advertisements portraying success in life as synonymous with riches and pleasure, that it is now increasingly difficult for a boy to live unscathed from day to day. Yet the boy who admits defeat from the start, who considers sin as unavoidable, does not stand even the ghost of a chance of remaining in the state of sanctifying grace. If his self-confidence can be restored by seeing in the living Christ of the gospels a truly imitable example, an example of a "man" living up to the letter and spirit of his beliefs day by day, then he can be more surely encouraged to remain true to the virtues and tenets of his faith.

State-of-Grace Conscious

One novelty that guarantees at least a modicum of results is aimed at making the students "state-of-grace conscious." Once the boys have been made aware of the meaning and value of sanctifying grace and its necessity for a complete human life, they must be made habitually conscious of their personal possession or lack of it. It would be impossible to enumerate completely the myriad occasions when a wide-awake teacher could refer to the "state of conscience" of his students. For example, he could simply hesitate for a moment, and have them pause to ask themselves privately the simple question: "Am I in the state of grace?" A final question at the end of every quiz and test could be that same query to be answered in their own hearts. To this could

be added on occasion something like the following: "Am I keeping my lenten resolutions? How often do I make a visit to our Lord in the school chapel? Have I made my Easter duty yet? Am I really trying to avoid the occasions of sin?"

Union Through Holy Communion

The Sacrament of Holy Eucharist means so much more to a student (who maintains that he "gets nothing out of it") when he is taught its real value in aiding us to live the life of Christ, because it makes us truly "other Christs." This sacrament is the only true panacea for all spiritual ills, for it serves the double role of both a preventive and a curative agent. In receiving Communion a boy receives grace and strength to resist sin in the future, and by the very fact that he intends to receive Communion tomorrow or the next day, he must strive to avoid sin and thus remain in a state worthy of receiving his Lord.

Harnessing the Emotions

We must not underestimate the strength of emotion in the lives of our adolescent boys, but it need not always be a force to be opposed. Indeed, it may be used to great advantage, following the old adage to "fight fire with fire." Many times we run across lads who seem to be fully convinced of the necessity of avoiding sin, but are still at the beck and call of every fleeting emotion or desire they may experience. Prayer is the solution, if we can get them to pray, yet that too possesses for them an emotional distaste.

One way in which emotion may be employed positively is to bring students to laugh at the pagan ideas which are so very much a part of them. Take, for example, the attitude sometimes found concerning the sixth commandment, when a student reasons out that he's got to have some fun in life, and "after all, that's what confession is for." He may be easily shown that everything has its proper purpose in life, and to work against that is wrong. A discussion of the epicurean custom of eating to satiety and then frequenting the vomitorium will bring giggles and gasps of nausea and disgust, for he can comprehend at first sight how frustrating the end of such a purposive action is contrary to good reason. Then swing the example to the various abuses of marriage and the virtue of purity in vogue today, and show how such misuses of a God-given power are just as senseless and disgusting as pagans of yesterday.

The life of Christ lends ample opportunity to bring forth the excellence of the Christian virtue of purity or chastity. Our Lord's fasting in the desert teaches the lesson of self-denial to strengthen us against temptation and build up self-control. When a boy discovers that he can give up candy and shows for Lent, is it not likely he will reason out that it is possible to deny himself also sinful pleasures?

The eternal mercy of God and the forgiveness He

(Continued on page 475)

BY SISTER ELIZABETH ANN, I.H.M., ED.D.

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ROLE OF THE CAFETERIA

in the High School Curriculum

TO HOW MANY does the term "school cafeteria" con-
note an ill-lighted, poorly ventilated room scarcely
large enough to accommodate a small percentage of the
students who daily make use of it? Fortunately, such
lunchrooms are rapidly becoming memories. Stuff
rooms from which the odors of stale food are never
quite obliterated, noise, and collisions attendant upon
overcrowding are certainly not conducive to mental or
physical helath. Furthermore, in many cases, such
rooms seem to require a stringent type of supervision
which demands that the teacher assume the role of po-
liceman rather than that of friend, guide and counselor.
Owing to greatly increased enrollments during the past
few years many schools have found it necessary to stag-
ger lunch periods so that two groups may make use of
the available facilities. Unless the period has been care-
fully programmed the element of haste in eating is added
to the already unfavorable conditions. Thus the benefits
to be derived from serving a hot drink or a plate lunch
are largely invalidated.

Part of Total Curriculum

With careful planning and, in many cases, compara-
tively little expense, the school cafeteria can become a
valuable part of the curriculum. Departmental organi-
zation in use in many schools has the advantage of pre-
senting a systematized program of studies in which
teachers do the work for which they are best prepared
and in which they feel most at ease. However, at the
same time, it does have a tendency to divide the curricu-
lum into segments which the relatively immature sec-
ondary student finds difficult to view as an integrated
whole.

Many attempts have been made to relate the strands
of the high school curriculum to each other so that they
may be of greater value in fostering the development of
the young. The core represents perhaps, one of the
more outstanding endeavors. When used creatively, the
high school lunchroom can also serve the purpose of
providing a life-laboratory in which many subject fields
can be brought into play simultaneously. Thus the cafe-
teria is no longer considered as a mere added service,
but as an integral part of the school program.

Only too often, when an attempt is made to correlate
some phase of school activity with materials from other

fields, the result is a straining for relationships which
at times become artificial. With regard to the high
school cafeteria this need not be so. To neglect its pos-
sibilities is to overlook a fruitful source of benefit.

Health Education and Meal Planning

Anyone viewing students' choice of food as they pass
along the cafeteria rail cannot help noting the prepon-
derance of sweets and starches on the majority of trays.
For many, dessert and a soft drink comprise the bulk
of the selection. Here is an open field for the science
and homemaking departments. Food values, suitable
combinations, and food prices might well become a part
of the year's study. Nor need consideration of these
points remain within the classroom. Arrangement of
trays with appetizing combinations which at the same
time represent wise choices, planning a good food pub-
licity campaign, and, where feasible, cooperation with
the cafeteria staff in planning balanced menus, are but
a few of the avenues through which these departments
can approach the problems of healthful living.

Once the interest of those in charge of the kitchen
has been secured, demonstrations related to the use of
deep freeze food lockers and other means of handling
and preserving food hygienically may be employed to
add to the study. It is perhaps worthy of note, however,
that while posters and other devices have their value
in bringing the advantages of nourishing food to atten-
tion, at the same time, many students are more highly
motivated to make wise choices through the study of
facts and figures which provide concrete reasons for
change of diet.

A Guidance Function

Equally as important as the opportunity to teach the
value of good foods is that of emphasizing through the
cafeteria principles of acceptable social behavior. Mod-
ern life with its emphasis upon speed and efficiency has
caused meal time in many homes to become an affair
which must be hurried through in order to attend to
more important engagements. The school lunch period
presents an opportunity for bringing into play emphasis
upon relaxation, table customs, and consideration for
others. The guidance program and the social studies
classes can use the cafeteria as a laboratory in which

many desirable attitudes and skills may be employed in life situations. Among these might be listed waiting and stepping aside for others, carrying on suitable table conversation, practising cleanliness at the table, especially in disposing of refuse and crumbs after eating, and dressing appropriately.

Workshop of Democracy

Since the high school is considered a workshop of democracy, every phase of secondary school life which places emphasis upon cooperation and group planning should be utilized. Two avenues of approach present themselves when considering the role of the high school cafeteria. The first is that of student government. It has been rightly maintained that the student body should be given an opportunity to accept responsibility but that this responsibility should not be that which belongs to administration. Thus, while the student organization is not burdened with disciplining and patrolling, it can render excellent service in planning how lunch room traffic can be most easily managed and in assisting with its direction and control. Where such an organization functions actively it is possible to encourage the development of real leadership.

The second means through which students may practice sharing of responsibilities and satisfactions is the "snack bar" or short order counter which is often an adjunct to the school cafeteria. In most cases student attendants take care of sales. Here problems dealing with planning shifts of service, cleanliness, good salesmanship, patience and cooperation become of genuine concern to those employed. Through the encouragement of the faculty, such problems can be worked out through group planning in such a way that a spirit of friendly exchange becomes the dominating theme.

Planning the Physical Environment

Where the cafeteria is considered part of the school curriculum, the need for a functionally planned room

becomes evident. In order to provide the necessary environment for learning a light, airy space of good size is needed. Hence, the cafeteria should not be situated in the school basement. Where possible, tables for four to six students should replace those of room length, and chairs should be used in place of benches. Service entrances to the kitchen may be provided with a separate driveway for deliveries, but in the interests of safety, such entrances should not open on the playground. In order that the cafeteria may be available for community use at times when school is not in session, it is well to have a separate entrance which does not involve the remainder of the building. Likewise, food lockers and storage cupboards can be erected in such a way that they can be closed off from the kitchen itself when it is being used by outside groups.

Areas for Cooperative Effort

Art and homemaking classes can contribute much to the planning of color schemes, furnishings, and arrangements. These groups, together with industrial arts classes may cooperate in making tables, curtains, and other items.

Finally, it may be seen that responsibility for the school cafeteria is an all school function in which administration and teachers can work together in making the contribution most suitable to each. Probably the use of a "cafeteria sponsor" to coordinate the activities of the social studies, homemaking, art and guidance groups would be advisable. However, such arrangement will differ from school to school and as in the case of the student work, will best be decided through cooperative faculty-administrative planning.

While every high school must of necessity use the cafeteria to the extent and in the way most appropriate to it, with intelligent and creative attacks upon the problem, the school lunchroom can be found to be a not unimportant phase of the total curriculum.

Cooperation of the homemaking department with the cafeteria, advocated by the author for a better understanding of food values, balanced menus, and the like, should be no problem at the new St. Mary's High School, David City, Nebraska. Taught by Sisters Adorers of the Most Precious Blood, the homemaking food laboratory is equipped with four model kitchens featuring the latest in gas and electrical appliances. The pastor is Rev. Alphonse J. Lisko.



BY SISTER M. CORNELIA, O.P.
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A TEACHER'S TRIBUTE to Saint Pius X

THE WORLD erects great monuments to national heroes in order to perpetuate respect and gratitude for the one whose deeds of valor contributed toward the welfare of the nation. Shall we then hesitate to compliment a person whose marvelous program of charity and self-sacrifice aimed not only to benefit one nation, but intended to bring men throughout the world closer to Christ?

When His Holiness, Pope Pius XII rejoiced every true Catholic heart by raising his illustrious predecessor, Pope Pius X, to the dignity of sainthood, the questions arose: "Why do few, if any teachers freely express themselves in appreciation of this splendid model, this exemplary leader in the training of youth? Why do they not try to evaluate his methods used and his success achieved in his short pontificate of eleven years?" The answer to these queries we shall leave to better qualified educators; at present we shall try to recall some of the reactions in response to several decrees issued by Saint Pius X.

Our interest to do this work was aroused because of the fact that our religious and teaching career began about the time when the new Pope handed down to the universal Church the request of approaching the Lord's Table frequently.

Decree on Frequent Communion

Decree on Frequent Holy Communion (Dec. 20, 1905):¹ Regarding the receiving of Holy Communion often, let us first look back at the many difficulties, which in those days had to be overcome. At the beginning of the nineteenth century it was the general practice among adult Catholics to be seen at the Communion railing perhaps twice a year, once a month, every Sunday, or as in the case of many Religious, three times a week. Wrong notions, survivals of Jansenism, were still rampant among clergy and laity. The most frequent argument against the decree was an overstated fear of inviting a Guest one was not worthy to receive. Exaggerated respect for the Blessed Sacrament kept many away from receiving Holy Communion. The devil, anticipating a great defeat, was hard at work indeed, but authorities of the Church realized the importance of its position and were ready to act.

In true humility and submission many of the clergy labored incessantly against false customs, which, were often stubbornly adhered to, especially by the older members of the parish. It was a tedious but persevering

job, worthy of magnificent results. Today, about fifty years after the issuing of the decree, a tremendous love for Jesus in the Holy Eucharist prompts numerous Catholics to be present daily at the Holy Sacrifice of the Mass, to follow the Mass with the priest—every part of the Mass and since Holy Communion is a part of the Mass, to receive Holy Communion daily.

Early First Communion

Decree on Early Holy Communion (Aug. 8, 1910):² Mindful of our Lord's invitation, "Let the Little Ones come unto Me" Saint Pius soon announced that Catholic children were to be allowed to receive Holy Communion when they reached the age of reason when they were able to distinguish between right and wrong, between the Eucharistic Bread and ordinary bread; when they had at least some knowledge of Jesus in the Sacrament of Love.

For obstinate minds this was unpleasant news. How could a youngster understand the seriousness of the step to be taken, when until then the age for receiving Holy Communion had been between ten to twelve years! How could a child in first or second grade be sufficiently instructed to know what Holy Communion was all about! To some individuals these were tormenting anxieties. To make their first Holy Communion children under their care would have to wait until they were in the third grade, and when they were about twelve years old they would receive Solemn Communion.

Hail Decree

Others hailed the Holy Father's decree Mary-like—with the Magnificat. Vividly do we remember a little tot, daily accompanying her mother to Mass. At the request of the mother, the pastor examined the tiny one and found her ready to receive her God, although she was not yet six years old and from that day on mother and daughter were daily communicants. The same pastor was a strong advocate of early and frequent Communion and every time he reverently placed the Sacred Host on the tongue of a small child, his countenance beamed with heavenly joy.

What instructor of young first communicants cannot relate consoling stories of conversions or of fallen away

¹Katherine Burton, *The Great Mantle*. (Longmans, Green & Co.) pp. 180-182.

²*Op. cit.*, p. 202.

Catholics, who returned to the sacraments because of the prayers of these innocent children! Little ones are told that Jesus will not refuse them anything if they love Him, and so in child-like faith their petitions include the whole world.

Former uncertainty about the feasibility of the Decree on Early Communion was soon removed by a surprising change taking place in the Catholic world. Gradually an arrow of love from the Tabernacle pierced the hearts of men who began to appreciate the words of Christ, "Come to me, all you who labor and are burdened and I will refresh you." When we see in modern times throngs of people at Mass and Holy Communion even during the week, may we perhaps say, "A little child *did* lead them!"

New Springtime of Eucharistic Life

It is impossible here to go into detail describing the influence for good which blossomed forth in a new springtime of eucharistic life. People begin to realize in this Godless age when human society has fallen into lowest standards of morality and vice, there is a stressing need for living a life centered on the Holy Eucharist. Social disease is gnawing at the very core of the home as well as of the nation, and juvenile delinquency in teenagers has placed us in a perilous situation. Coming in daily contact with youth we teachers know that teaching is more difficult than it was before we had radios, movies, and television. That does not mean that children are worse than they were in the past. The fact is, they have a much broader field of knowledge, which makes them restless and nervous and gives them surplus energy. We do not tolerate vandalism and disrespect for law, but we pity the youngster, who has to struggle against more temptations than the boy and girl of yesterday.

Let us suggest a remedy in the words of Pope Pius XII who says:

Let the children and youth crowd to the altar rails to offer themselves, their innocence and their works of zeal to the Divine Redeemer. Let husbands and wives approach the holy table so that nourished on this food they may learn to make the children entrusted to them conformed to the mind and heart of Jesus Christ.³

Catholic Action

Catholic Action (June 11, 1905):⁴ Pope Pius X was not the first to use the phrase Catholic Action, but it was he who clearly defined it when he termed it "the laity's share in the apostolic mission of the Church." He was convinced that indifferentism to religion, so prevalent in his day, was mainly due to ignorance of religious truth. To re-Christianize society he saw a need for improved organization of teachers as well as a need for systematic help from the people. Therefore, he recommended "to have in every parish a group of laymen virtuous, well-instructed, determined and apostolic."

Reaction to this document aroused a more favorable

interest than did the plea for frequent and early Communion; still it took years before people had the courage publicly to defend their religion, their priests, their God. They were timid souls, trusting in prayer and as for the rest they reckoned that "God knows best how to defend the Faith." Of course, we know that while prayer is necessary, we need work as well as prayer for success in any missionary endeavors.

Catholics are greatly responsible for the advance of atheism and communism, when they fail to use their God-given powers with which they can overcome these evils. It is understood that they cannot do it alone; they need to be incorporated into union with Christ; they must become other Christs, if they wish to uproot the many substitutes for God, to which the world is turning today.

Thank God, there are many adult Catholic laymen whose individual or group participation in religious or civic problems are very consoling.⁵

Had in Mind Army of Youth

Saint Pius, however, did not confine himself to adults, when he advocated Catholic Action. In his intellectual foresight he had in mind an army of youth, who would some day be of great importance in parish work. Having had much experience and having spent much of his free time in teaching catechism and in training others to do so, he warned against slipshod performance of duty on the part of those who instruct others, and here is where we teachers come in.

As stated before, modern children are alert, have a keen inventive mind, and are unabashed in self-expression. In spite of that, they walk into an advanced class, where they are told that they lack the fundamentals in arithmetic, spelling, and grammar. This is a sad state of affairs, but it is true. Modern education neglects too many essentials.

Understanding of Causes

When teachers, according to the progressive method fail to correct false habits in the child, when they fear to make use of "out-moded" drill work, they are doing an injustice to the child. Teachers must exert more patience, more sympathy, more force in efforts to arrive at understanding of causes. Has not modern invention made pupils lazy? They can gain knowledge by visualizing; looking at television is easier than straining the memory. Let the teacher realize the importance of character training; such guidance will draw out of the child its potential powers for good.

At present what is the reaction in Catholic teenagers? All in all we might consider many of our Catholic boys and girls—young and adolescent—fine specimens of active American citizens. Look at the numerous Catholic

³Pope Pius XII, *Encyclical on the Sacred Liturgy*, Nov. 20, 1947.

⁴Katherine Burton, *Op. cit.*, pp. 178-180.

⁵Here we do not wish to include in this article the splendid work that is being done by the Confraternity of Christian Doctrine which is an outgrowth of Catholic Action.

Youth Organizations! We are proud of their conduct at conventions, meetings, and recreations. We do not expect these young people to fight false philosophy, but we like them to be instrumental in bringing Christ back into the world. They no longer fear to appear in public, so let them, wherever need calls for it, oppose disrespect for God, for the home, and for law in general. Let them show disagreement with objectionable conversation, glib talks about chivalry, and vulgarity of all kinds. Good example will be a contradiction to opponents and will change—please God—the enemy's way of thinking.

That Christian principles are at work is seen in the citizen-consciousness of our young people and in the appreciation shown by local as well as central government officials. We are inclined to think that the splendid help of brave young folks has kept the list of violators of the law in Catholic neighborhoods comparatively low, as court records show. Let us hope, that persevering prayer and efforts will make the future ever more fruitful.

Gregorian Chant

Gregorian Chant (Nov. 22, 1903):⁶ As Cardinal Patriarch of Venice, Saint Pius had been eager to improve church music. Now, that he was Pope, his zeal for the beauty and purity of this noble art was his great concern. Liturgical music was not to entertain, but to help people to pray and to meditate. Pope Benedict XIV and Leo XIII had written on the subject of music and had insisted on a change, but their successor, himself a musician, demanded much more.

In his first encyclical the new Pope declared his one aim, "to renew all things in Christ." Then why not restore the traditional beauty of chant in the Church! Hence in the fourth month of his pontificate, Pope Pius issued his *Motu Proprio* on sacred music. Qualities for true Church music were found in Gregorian chant; therefore Gregorian chant was to be the basis for liturgical music. The Pope made it clear that modern music, if not theatrical, was not forbidden, but band and orchestra were prohibited, and paid singers were no longer to be employed.

Storm of Contradictions

Of course this announcement was followed by a storm of contradictions, not only in Rome but throughout the whole Catholic world; renovations like that were not so easily accepted. Had not the music attracted many to assist at the Sunday High Mass, where instrumental music, a mixed choir, sopranos and interludes enchanted the lukewarm listener, even at the cost of overdue time spent on repetitions, especially in the Credo! Outbursts of indignation were frequent. In our own neighborhood, a lady member of the choir came to the rectory, sobbing, "Father, do you mean I can't sing my 'Suscipe' any more?"

The Pope had anticipated criticisms and predicted that in due time the world would become attuned to the simplicity of Gregorian music. In his own day he

did not see his plan of reform carried out, but today interest in liturgical chant has spread through all kinds of schools, colleges, and workshops. Most of the old objections have vanished and chant is loved by seminarians as well as by grade school children. To churchgoers it has become an inspiration which strengthens relationship with God.

Conclusion

Visit our Catholic churches today and you will behold active participation of laity in the Sacred Mysteries. Devout souls count it a privilege to spend the first hour of the day in union with the Mystical Body of the Church. Peaceful souls find time to be one hour daily in adoration with their Eucharistic King. Members of the family gather daily around the statue of the Immaculate Mother of God and recite the Rosary.

All these activities are fruits of a golden harvest radiating from the Holy Eucharist. Could Pope Pius X look down upon the renovation that took place in the Christian world during the last half century, his joy would be exceedingly great, because his dream "to restore all things in Christ" has become a partial reality.

⁶Katherine Burton, *Op. cit.*, pp. 167-171.

Life of Christ

(Continued from page 470)

is so ready to extend to sinners in the Sacrament of Penance cannot but hold forth a light of hope and encouragement to a student caught in the snares of impurity, especially when he finds Christ's mercy and forgiveness dramatized in the often-repeated story of the woman taken in adultery. Not so much, of course, in the way that Christ turned the tables on her accusers, but how He forgave her and sent her away with the simple words, "Go, and now sin no more." He concluded His dissertation on divorce with praise of marriage as a holy state, and virginal chastity as one of even higher perfection. And when there is question of hell-fire and damnation—woe to you who are clean on the outside, but within are full of lust and sin! Though, as Christ showed to the very end by His own example, such a threat is to be used only as a last resort, when the encouraging, attractive power of love has failed.

Force of a Truly Personal Love

Thus, through the whole life of Christ we find the constant recurring theme of love supplementing—or rather, complementing—the power of authority. Observe how much more force and conviction such a motive has, as evidenced by so many preachers and missionaries of the present day. The human will can revolt against authority; it can set up an emotional block to any intellectual conviction of the mind. But neither the will nor the mind can long resist the all-powerful force of a truly personal love.

LAY TEACHERS Fill the Gap

THERE ARE IN THIS COUNTRY a great number of Catholic women so apostolic minded as to ambition teaching in a parochial school. These women have a very definite contribution to make to our Catholic educational system, and we are passing up an opportunity presented by Divine Providence if we do not permit these zealous workers to help us religious teachers educate our youngsters through the elementary grades. His Holiness, Pope Pius XII, has pleaded repeatedly for the extension of the lay apostolate and the works of Catholic Action. What greater work is there than to co-operate with the Vicar of Christ in the apostolate of teaching? "They who instruct others unto justice shall shine as stars for all eternity"; these words of Jesus Christ constitute both a soul-cry for helpers and the reward which He reserves for those who rally to His cause.

Higher Education Has Used the Layman

High schools, colleges and universities have employed secular professors for years. Hundreds of our youthful students who have pursued their studies through these halls of learning have been known to say, "My education was secured in a Catholic institution. In high school I was taught by two Brothers (or Sisters); in college the only religious professor was my religion or ethics professor and in the university I never laid eyes on a priest or Sister except on the campus or in the corridors." Parents of these children evidently did not consider a secular professor a "bone of contention"; or if they did, they were informed by deans that every professor on the faculty was well qualified to teach his subject and that the directors of the institution would not have accepted them if they had not met the most stringent requirements. So parents returned home wondering if this phase of their child's education was to be truly Catholic or not, but feeling that perhaps, after all, some people might know what they were talking about.

Why are some educators, even priests, so fearful of employing thoroughly Catholic women in the grade school in order to offset the religious teacher shortage? Less than a year ago a provincial superior told me that if the principals of each grade school were permitted by the several pastors to employ lay teachers at the ratio of one to four, she could give teachers to those pastors who are clamoring for them in order to open new schools. The present situation is definitely keeping Catholic children out of Catholic schools.

Lay Teachers Interviewed

During April of the past year, prior to the writing of this article, the eighteen lay teachers on the faculty of St. Joseph's School in El Paso, Texas, were interviewed and a questionnaire was given to each of them. Some questions can be treated generally as they required either Yes or No for an answer. I shall treat these questions first then proceed through the others in an effort to show how our curriculum, based upon Christian social living principles functions in a school of eleven hundred and forty children; how singleness of purpose and one hundred per cent cooperation of faculty members with the principal and with one another, together with excellent cooperation on the part of parents has produced a Religious-lay faculty which conducts a Catholic parochial school of which any bishop might be proud.

Questions Asked of Lay Teachers

1. Do you regard your teaching as a phase of Catholic action?
2. Do you believe that Catholic lay teachers experience any sense of well-doing by working in a Catholic school system?
3. Are you teaching with the conviction that you have something to contribute to the welfare of your pupils?
4. Do you see the need of supervision of your classroom by the Sister principal?
5. Are Catholic lay teachers willing to cooperate with the religious members of the faculty in carrying out a specific program?

Each of the foregoing questions received a strong, affirmative reply. A few words of explanation which accompanied the third ran in this strain: "This 'something' is my ability to ground my pupils not only in the three R's, but in wholesome social attitudes"; "My 'something' is the desire which I have to teach the pupils to love and serve their God and neighbor. Social charity is so necessary"; "This something for me is a desire to see my pupils learn and put to use in their everyday lives the many spiritual, homely truths we find lacking in so many homes today." A kindergarten teacher says this concerning her contribution, "... a deeper and more personal feeling (understanding) toward God, his country and his fellow playmates."

Phases Covered by Responsibility

To what phases of your pupils' lives does your sense

of responsibility extend? From one who is not a Catholic, but under instruction to enter the Church, comes this answer: "Not just to their school work, certainly, but also to their attitudes. This necessitates helping them learn the benefits of fellowship—being true to themselves and others. In this, a teacher must prove to be an excellent example." One third-grade teacher says, "To the development of the whole child; intellectual, moral, and physical training is demanded of the teacher." From a second-grade teacher comes, "To every phase; especially their reaction of thought, word, and deed to the examples set before them." Another pertinently replies with this comment, "To every phase, for I feel responsible for each child as if he were my own . . ." (and in a sense, he is!).

Each Child an Individual

To what extent are you interested in your pupils? To this question, one of our kindergarten teacher replies, "Each child must be treated as an important individual, and it is up to me to lay a fundamental training which will prepare him for future years." The dancing teacher answers in this fashion, "I am interested in developing proper behavior habits, a spirit of cooperation, mutual respect, and a sense of Christian charity."

What do you understand to be the meaning of a Christian social living program? Here the answers were a bit more diversified, but they manifested an outlook derived from the reading of current literature on the liturgy, the Christian family movement, Catholic Action, and educational periodicals. Our sixth-grade teacher has this to say, "The ideal of Christian social living is doing each action of each day in a Christ-like manner. It is my duty to show my pupils just how this can be done." Two third-grade teachers reply to this question in somewhat the same strain, "Christian social living is the application of religion to every-day living" and "Christian social living is living one's religion in the course of every-day life." Well chosen words from a teacher of the fourth grade tell us that, "Christian social living requires me to give my pupils the Christian attitude; the spirit of Christ's two great commandments, so that they may live harmoniously and happily and usefully not only at school, but also during each of the twenty-four hours of every day." Another says, "This program teaches not only the basic three R's but also a sound, fundamental Christian attitude toward life and living."

Show Catholic Frame of Mind

Are you convinced that moral guidance of pupils is part of the duty of Catholic elementary teachers? This question brought forth eighteen affirmative replies and teachers even of the tiny tots came back with preponderous replies which indicate a truly, Catholic frame of mind which they certainly must impart to their charges during the course of a teaching day.

Why is a Christian social living program needed in an elementary school? One answers, "To teach children that their lives are closely governed by the teachings of

God and that by living according to these, their lives will be greatly enriched." Another says, "Because this program is the ideal foundation of a successful life." A third replies, "The teachings of Christ and His Church must become part and parcel of every child's life." Still another has this to say, "Because Christian social living begins in the kindergarten." The last answer I have chosen to give for this question is this: "To motivate the child in striving for a well balanced adult life, it is necessary to begin to inculcate them at an early age." Some of these answers could very well have come from a religious teacher, and in the more general sense of the word, I believe they have.

Glad to Enlist in Teaching Rank

The instruction which has gone on in our parochial schools during the past half century has fallen on good ground. It has been nurtured and brought to fruition by thousands of good wives and mothers and single maidens who are now in a position to hand on the good things of life to a younger generation. These women are capable, well-trained, highly specialized teachers. Some small percentage of them must and do look to the high-paying teaching positions in a public school system, because they are breadwinners not for themselves alone, but for other members of a family as well. Aside from these there is a far larger group which, with the proper instruction and persuasion and having the needs of Holy Church fully explained to them, will gladly enlist in our ranks to lighten the teaching load of the religious instructors and to soothe the now-worried minds of our American hierarchy. Then too, should they not be entitled to the reward already mentioned for those who teach others unto justice?

Willing to Cooperate

One last question with a few answers may serve to convince my readers that this business of Sharing-the-Sister plan can succeed. The question is: Are Catholic lay teachers willing to cooperate with the religious faculty members in carrying out specified orders or projects? All eighteen answered, "Yes" and some of their comments included such ideas as: "As a Catholic lay teacher I am desirous not only to cooperate in every way possible with the wishes of the religious faculty members, but to aid and assist them in any way I can to further their efforts, and to be helped by them in keeping my instruction strictly in accord with the teachings of the Church"; "Through such cooperation our pupils will be led on to adopt those material and spiritual principles which in turn will bring about a well balanced adult life"; "By pooling the 'specialties' of each of us, a well-rounded program results which makes for a more complete education of the child"; "Lay teachers are living in a materialistic world yet realize that the religious teachers living so close to God are stabilizing factors necessary to our success"; "We are always willing to cooperate with the Sisters in any project, and we feel

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SHAKESPEARE — Without a Garden

AT ST. ELIZABETH'S COLLEGE in New Jersey, there is a plot of ground about one hundred feet square, exceptional not only because it is the only complete one of its kind in the United States, but also because it could serve as a type of botanical index to the twenty-one plays of Shakespeare in which he makes symbolic reference to flowers. It is sectioned off into parts named according to a play, and planted in each are the flowers specifically mentioned in that particular play. Along these beds of flowers posters are placed showing the lines from Shakespeare which identify not only the flowers but also the characters to which he refers.

Each Flower Speaks Its Own Language

For instance, in the plot named *A Midsummer Night's Dream* we find Diana's buds or what is known ordinarily as wormwood, and Love-in-idleness, or Cupid's flower; the wormwood causes a deep sleep from which when one awakens he falls in love with the first person in sight; the other counteracts the former, and restores the individual to normalcy. Again, in the section named *Hamlet*, there are rosemary, fennel, rue, daisies, pansies, and columbine. Each is used in the play significantly, in that every one speaks its own language with reference to the character receiving it. Ophelia, symbolizing her sorrow, keeps the rue; fennel and columbine, tokens of treachery, are given to the king, and so on.

Silent, Interesting Incentive to Study

Nearly all the plays, the characters typified by flowers, and the lines referring to those characters are placarded in this way in that garden. Thus the language of flowers, and the use which the poet had in mind for them—a thing very often unfamiliar to the ordinary person—is revealed quite cleverly in this plot of ground. This to my mind is a silent yet most interesting incentive to a study of Shakespeare's plays; and while the college does not presume to teach literature after this fashion only, one could most certainly feel that this garden is a vital challenge to student interest in the Bard of Avon, even in the absence of the living voice.

But what about the teaching of Shakespeare, without a garden, without flowers, without anything but an overflow of a disinterested, inert, thirty or more, in the usual "two-by-four classroom"?

Student-Interest Can Be Captured

After a number of years of "trial and error" I believe it can be fairly well done even in high school, where

youth is bubbling over with love of life and its realities. If, after several days of, let us say, *Macbeth*, with such a group of life-loving youngsters, Shakespeare is for them only one of those tasks that must be tolerated until an examination is over, then, from my own experience, I conclude that in the majority of cases the teacher-attitude is not yet buoyant with enthusiasm for the play, therefore student-interest is at a low ebb, but it can be captured, of course at some cost.

It is true that an appreciative literary attitude comes primarily from the home where the fountains of literary lore flow from father to son. Indeed from such surroundings come children who sometimes surprise their instructors with snatches of song or speech learned in very early years from literary-loving parents. However, the great differences found in the innate literary niceties of students as a whole, aggravate very much the problem of creating interest in the works of Shakespeare. Yet, I believe that teacher-enthusiasm works for good in this regard. Of course it must be taken for granted that evident mastery of the subject is always a source of inspiration to students no matter what grade level; and since youth is usually given to a type of hero-worship, since it is brimful of love for life and its realities, it is within the teacher's power to secure student-interest. This can be done by instigating talks of discussions into which are patterned pictures of Shakespeare's time, his theatre, or his lack of it, his London, his contemporaries, his religion, his occupation as a youth, his "baby sitting" with horses.

Oral Imaginative Orations

I think boys and girls would be entranced with oral imaginative orations in their own style of those actually delivered by Shakespeare over the body of a rooster, a hog, or a calf, recently butchered by him in his humble attempts to earn a livelihood. No matter how much research this method might entail it would well repay in student-interest. They might be told also that such simple methods of self-amusement gave birth in his soul to the seed of master-oratory delivered later over the dead body of a Julius Caesar, or a Mark Anthony.

In Accord with Teachings of Church

It might do service too if students were brought face to face with this fact—that Shakespeare in all his works was ever in accord with the teachings of the Catholic Church, of which he was a member, according to a recent publication by Sheed and Ward. From this book

one point of proof might be especially interesting. The author has learned through deep research that the poet went to the greatest trouble to secure a priest to perform his marriage ceremony. Children will readily see that were he a Protestant he would never have done that, especially in those days of persecution. At that time also it would have been very profitable for Shakespeare had he used the practice much in vogue then of "taunt and prejudice" against the ancient Faith from which his sovereign apostatized, but he chose to remain faithful to the Church to which his mother belonged. His religion, a moot question for centuries, forced him in the face of opposition, to champion the cause of Catherine of Aragon the outraged queen of Henry the Eighth regarding the sacramental vows of marriage; and he availed himself of the great opportunity, with a pen mightier than Henry's sword.

Bit by Bit

Children love to hear stories, and time would be quite profitably spent in relating such facts, for children usually seek realities, which after all are the big things in life for all of us. Students could be led to see that out of the very center of life's actualities the poet has given to the world, as long as life shall last, some of the greatest sermons ever traced by the pen of man. However the skillful teacher will know just how and when to present these, for pupils are not so fascinated by what they term "preachy stuff." They can take it bit by bit as it is released gradually in Shakespeare's works.

He lays bare to the students the joyful and sorrowful mysteries of human life; he goes farther and gives to them the rather awful privilege, comparable somewhat to that of the priest in the confessional, of looking down into the soul of each character, and passing judgment on that individual, as he speaks or acts before them on the printed page. There is hardly any circumstance of human happiness or despair omitted from Shakespeare's characters.

Master of Many Aids

It is to be understood of course that all this work is guided by the teacher who to be successful must be master of many aids. Indeed she must ever be conscious that unless the ideals of glorious manhood and womanhood are exalted daily before her class, no *flowers* will ever bloom for youth in that garden of Shakespeare, at least perennials will not. She will acknowledge also that it matters little if every student does not understand or appreciate all that the play presents. What should matter is that each student gain sufficient character-training that he be able in the years ahead to sift the wheat from the chaff, the gold from the dross; that he be able to inject into his very being and consciousness the full meaning of a line such as this, "I dare do all that may become a man, who dares do more is none."

Causes and Effects in Character-Building

Children can get along quite well in life without knowing figures of speech but they will ever need to recognize causes and effects in character-building and character-decline; they will forever need to realize fully the power of woman for good or for evil, and certainly Lady Macbeth exemplifies this power remarkably well; they will ever need to perceive in word or in act, violations of the eternal laws of God; they will always need to compass in life such situations as exemplified in the line, "Look like the innocent flower, but be the serpent under it," or, "Things bad begun make strong themselves by ill," and the hundreds of other situations like these met with in ordinary life. This should be one of the great aims of drama teaching.

Treasure-Hunt in Macbeth

A teacher of Shakespeare has within her reach the great opportunity of sandwiching between the lines, unobtrusively of course, much ethical training. Children might be asked to treasure-hunt in Macbeth for lines exhibiting violations of the Commandments, though the poet may have given those lines in paradox.

Little may be said here of the time spent in preliminaries to the actual assignments, except that they be brief, yet charged to the brim with teacher-enthusiasm. It is her duty to be involved in all the early reading of the play though the children should be allowed to impersonate much of the work as the play advances; but the instructor ought to remember that no amount of literary equipment can ever compensate for her inability to read beautifully. Students are usually entranced by good reading; they expect it; and good reading touches on voice, sincerity, and sympathy.

A-V Aids Are Actual Necessity

Audio-visual aids—an actual necessity in this age of T.V.—should be available to the teacher of Shakespeare, and possibly can be within her reach if sufficient requests are made to educational publishing companies; or better still if she entrusts her needs in this particular field to CAVE. However in the absence of these aids, Maurice Evans' eight or ten records on Macbeth are still on the market; and in my own experience have served as a delightful climax to the whole play.

Thus the demands placed on the teacher of Shakespeare are great, yet she will be richly compensated if her students are awakened to an appreciation of the profound Christian teaching exhibited in his works; and if they be able to make it a reality for life in their regard, then Macbeth or any other play as a study will not be wasted time; it will produce for them, even throughout a life-time, some very beautiful perennials—without a garden.

Teacher to Teacher—In Brief

INTRODUCING THE CONNORS:

Politeness in Correspondence

By Sister Marie Angela, I.H.M., St. Francis de Sales H. S., Detroit 38, Michigan

"A LETTER FOR YOU, MARY ANN," announced Frank as he brought in the mail one bright April afternoon.

"Thank you, Frank. Oh! It's from Green City. That's where the Gordons live now. It must be from Dorothy. I have been hoping to hear from her since she moved away."

Mary Ann settled herself to enjoy Dorothy's letter, but soon jumped up and ran to the kitchen.

"Mother! Frank! Here is something! It's for you, too Frank. Please say 'Yes,' Mother!"

"'Yes' to what, Mary Ann?" Mother put down the magazine which she and Frank had just been admiring.

Letter from Dorothy

"May I read Dorothy's letter? Come, Frank, you may look on."

325 Maple Drive
Green City, Michigan
April 9, 1954

Dear Mary Ann,

Our new home near the lake is so delightful I cannot begin to describe it in a letter. So, better still, Mother has said that I may invite you and Frank to come for a week-end visit to see it for yourself. My cousin, John Lawrence, will be visiting us soon and I should like both of you to meet him. Can you come on the five o'clock bus on Friday April 18? It is a two-hour trip so I will meet you here at the bus station at seven o'clock. Father said he will drive you home late Sunday afternoon. Will you please let us know if you can come?

Affectionately yours,
Dorothy Gordon

"That surely is something," admitted Frank enthusiastically as Mary Ann finished reading. "A week-end visit, and a brand new friend to get acquainted with! It was great of Dorothy to think of inviting me as well as Mary Ann."

"You *are* going to say we may go, aren't you, Mother, please?" pleaded Mary Ann.

Visit Will Renew Friendship

"I see no reason why you should not go," replied

Mother. "The Gordons were always cordial friends and good neighbors when they lived here, and a visit will renew and strengthen that friendship. They are the kind of people I am proud to have my children know, because they are good, friendly, and cultured. Be sure to brush up on your visiting etiquette before you go, so that you will be courteous and thoughtful guests."

"Let's pretend that we are visiting here," suggested Frank. "Then our company manners will seem natural when we go away."

"A splendid idea," approved Mother. "Home is the best place for courtesy always, isn't it?"

"Mother, this letter tells quite plainly what sort of girl Dorothy Gordon is, don't you think?" asked Mary Ann who had been rereading the letter.

Letter Tells Much About Writer

"It certainly does, Mary Ann. Any letter tells a great deal about the writer."

"It is a well-written letter," agreed Frank, who now took a better look at it. "It is neatly written in ink, correct, and cheerful. It gives us all the information necessary to make plans too. I hope Mary Ann is going to write a neat, correct, cheerful, and definite answer to tell Dorothy that we are going for that week-end visit. How about it, Mother?"

* * *

"I have made a discovery," announced Frank one Monday evening later in April.

"Yes?" asked his father. "Just what have you discovered?"

"I have discovered that the best part of going away, even for an exciting week-end visit, is being so glad to get home again."

"Which only goes to prove—" began Father.

"... that home is the best place, after all," finished Mary Ann.

Social Duty Follows Visit

"Now that we are all so satisfied on that point," suggested Mother, "let's not forget that there is a little social duty to follow that exciting week end."

"You mean a letter to the Gordons don't you, Mother?" asked Mary Ann.

Frank groaned. "I'm not so sure that I'm glad to get home, after all!"

Father laughed. "You don't care for letter writing, do you, Son? I didn't either, when I was your age, but I found out that the best way to get over that feeling is to *write letters*."

"Do I *have* to? Can't Mary Ann do it for both of us? She's good at writing."

"There will come a time, my boy, when you will have to write your own letters; so you will be glad if you have had some practice, even though you are fortunate to have a kind, willing sister to do it for you now."

"The world has weary hearts that we can bless and cheer; if correspondence is polite, it brightens all the year," quoted Mary Ann.

"Why not a compromise?" suggested Mother. "Mary Ann might write the thank-you letter to Mrs. Gordon, and perhaps Frank wouldn't mind writing a short letter to John Lawrence, the boy you've been talking about so much since your return."

Letter Same as Talking to a Person

"That's a good idea, Mother," Frank agreed, brightening up a bit. "Maybe it wouldn't be so hard to write to John. But I've never written a real letter to send away. What does one say in a letter?"

"Just what you would say to John if you were talking to him," answered Father. "You two must have had a number of common interests to become such good friends in so short a time."

"You mean I could write about baseball, and model airplanes, and things like that, that we both like?"

"Exactly!" smiled Father. "And don't forget to say something about the fine times you had together during that exciting week-end visit to the Gordons."

"That doesn't sound half bad," agreed Frank in a relieved tone.

Trial Letter, First

"It isn't. Try it and see. You might write a trial letter on your ordinary school paper, then look it over carefully to see that it is correct before you copy it in ink on good letter paper."

Both the children wrote busily for some time. Mary Ann was the first to announce, "Finished!"

"May I read it?" begged Frank. "I'm stuck. I don't know just how to finish."

"Surely. Maybe mine will give you an idea for that ending."

Here is the letter Frank read:

1228 Park Avenue
Detroit 4, Michigan
April 23, 1954

Dear Mrs. Gordon,

Frank and I have not stopped talking about the wonderful week-end visit to your home. We shall never forget that trip to the lake on Sunday. It was so kind of you and Mr. Gordon to think of taking us.

Please give our greetings to Dorothy and Mr. Gordon, and distribute our thanks for all the good times we had. Thank you, too, for bringing us home yesterday. We certainly enjoyed every minute of our visit.

Gratefully yours,
Mary Ann Connors

"Sounds fine to me. Yes, I believe I can finish mine now."

Frank Hopes for Answer

Mary Ann started her homework while Frank carefully finished, checked, and copied his letter.

"I hope John will answer this," he said as he signed his name.

"Why?" asked Mary Ann mischievously.

"So that I can have the pleasure of writing my second letter," answered Frank, as he sealed and stamped his first letter.

Problems for Discussion

1. On what occasions should letters be written?
2. What kind of letters do you like to receive?
3. How does a letter show the character of the writer?
4. Do you know the correct opening and ending for a business letter?
5. Why is it a good thing to be able to write a correct business letter?

Things a Polite Person Will Remember

1. Use black or dark blue ink in writing letters, cards, and invitations.
2. Use plain white stationery without lines.
3. Write legibly, and avoid blots, finger marks and erasures.
5. A letter should be written in reply to an invitation, on receiving a gift, and after returning from a visit.
6. Letters should be answered promptly.

My Practice

1. I will practice courtesy in all writing.
2. I will remember that my letters and my school papers tell others what I am.

Projects

1. Tell about or read a letter you were happy to receive.
2. Would you like to write a correct, neat letter or note for a classroom exhibit of letter writing? You may choose a friendly letter, an invitation, a note of acceptance, a thank-you letter, or a business letter.
3. You may wish to dramatize the story for this unit.

FACULTY-SPONSORED CAREER DAY

By Anthony C. Riccio, Dept of Education, Rockhurst College, Kansas City 10, Missouri

LIKE PROFESSORS at other Catholic colleges, the faculty members of Rockhurst College have been concerned with the problem of "leakage." Why is it, they wonder, that not even half of the Catholic students attending college in the country are enrolled in Catholic colleges. After much consideration it was the opinion of the administration and faculty that one of the chief causes for this condition was that Catholic high school students have been unaware of the opportunities available in Catholic colleges and universities. It was felt that once



Choosing a CATHOLIC COLLEGE? First

REGIS COLLEGE FOR MEN

(A Catholic college for men, day and resident, conducted under the auspices of members of the Jesuit Order, Regis College also provides a complete curriculum for both men and women in its Late Afternoon and Evening Divisions. The College was authorized to confer degrees in 1889 and was incorporated in 1921.

LOCATION

Regis College is situated in Denver, Colorado, on a campus which encompasses an area of more than eighteen city blocks. All Communications are to be addressed to *Chairman of Admissions, Regis College, Denver 11, Colorado.*

ACCREDITATION AND AFFILIATIONS

Regis College is accredited by the North Central Association as a four-year degree-granting college. It is a member of the Association of American Colleges. The College also holds membership in the American Council on Education, the Jesuit Educational Association and the National Catholic Educational Association. The Regis College Evening Division is also a member of the American Association of Evening Colleges and Universities.

FACULTY

Priests of the Society of Jesus (S.J.) and lay officers of instruction.

LIBRARY

Contains over 60,000 volumes; selected by U.S. Government as a depository library for government publications; facilities of Bibliographical Center for Research available.

COLLEGE OBJECTIVES

Regis has, therefore, a philosophy of education which seeks the formation of the whole career. Yet, it is not concerned only with what he will do in life, but also with what he will be. It realizes that it is much more important that he be trained to live than merely to earn a living.

Regis has, therefore, a philosophy of education which seeks the formation of the whole man—body and soul—as a member of a family, of the American nation, and of the Church. Courses and activities are provided which help directly toward the fulfillment of these aims and toward moral and successful living.

DEGREES

Bachelor of Arts (open only to students who take 16 hours of Collegiate Latin)

Bachelor of Science (English—History—Philosophy—Sociology—Business Administration—Economics—Accounting)

Bachelor of Science (professional) in Chemistry.

Bachelor of Science (Biology—Chemistry—Mathematics—Commerce—Finance)

Bachelor of Science in Engineering (in conjunction with St. Louis University and Marquette University)

CURRICULUM DIVISIONS

- I. Division of Commerce and Finance, including the departments of Accounting, Business Administration, Economics.
 - II. Division of the Humanities, including the departments of Classical Languages and Literature, English Language and Literature, Modern Language and Literature.
 - III. Division of Natural Science and Mathematics, including the departments of Biology, Chemistry, Mathematics, Physics.
 - IV. Division of the Social Sciences, including the departments of Education, History, Sociology.
 - V. Division of Philosophy, Psychology and Theology.
- N. B. Pre-Law, Pre-Dentistry, Pre-Medicine—Pre-Engineering.

Illustrations (counter-clockwise): Regis debates West Point; boarders' room; Regis weekly TV program; skiing in the Rockies; in the laboratory; intercollegiate basketball.

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REGIS COLLEGE FOR MEN

THE CO-CURRICULUM

Student Personnel Services: Freshman Orientation—Health Service—Annual Retreat—Employment Bureau (to help pay expenses)—Placement Bureau—Student Loan Fund—Counselling Service—Formal and Informal Functions.

College Societies and Clubs: Debating Society—Oratorical Society—Alpha Delta Gamma Iota Chapter—United States National Students Association—Alpha Kappa Psi Society—Biology Club—Delta Sigma—History Club—Literature Club—Rho Chi Sigma—Regis Orchestra—Regis Pep Band—Regis Players—Regis Variety Club—Sodality of the Blessed Virgin Mary—Student Council.

Student Publications: *The Brown and Gold* (newspaper)—*Ranger* (annual).

Athletic Program: Intercollegiate schedule in basketball, baseball, tennis, golf, skiing; intramural programs in basketball, softball, touch-football, golf, tennis, volleyball, bowling, skiing.

ADMISSION: GENERAL REQUIREMENTS

New students must make application for admission to the Chairman of Admissions. The official Application for Admission form must be used, copies of which will be forwarded by the Chairman of Admissions. New students are urged to enter their applications before June 1. All official records must be received and approved by the Chairman of Admissions before Sept. 1.

ADMISSION: SCHOLASTIC REQUIREMENTS

Freshman candidates for admission must submit fifteen acceptable units of credit by certificate. The following certificates may be submitted: 1) Record showing graduation from an approved high school. 2) Record showing graduation from a non-accredited high school. This latter certificate will be accepted provisionally, conditioned by subsequent work. 3) A record showing fifteen acceptable credits, *even though the student has not been graduated*, will be accepted provisionally as in 2. The fifteen credits must include the following subjects and units: English (3), Algebra (1), Geometry (1), History (1), Laboratory Science (1).

Special Students, those who seek advanced standing must present the following credentials: 1) Record of high school units. 2) Official college transcript. 3) Evidence of honorable dismissal from institution last attended. Evidence of satisfactory scholarship. Such evidence is a C-grade average in courses taken at the first institution.

EXPENSES

Tuition (per semester hour).....	\$12.00
Registration Fee	2.00
Private room (per semester).....	100.00
Double room (per semester).....	60.00
Board (per semester).....	220.00

N.B. 1) Students who are unable to pay their account in full at the time of registration may consult the Office of the Treasurer for other arrangements. 2) A Student Loan Fund, from which students may borrow toward paying College expenses, is available; a slight interest charge is attached and the loan must be paid in full by a date arranged with the Treasurer. 3) Regis College has an Employment Bureau which will help students in meeting College expenses, but which allows only so many hours of employment as the Dean of the College will determine.

SCHOLARSHIPS

Regis College is able to offer a number of partial scholarships. Complete information on this may be sought from the Chairman of Admissions.

Illustrations (clockwise): Administration Building; during a special-events lecture; College dance; section of Glee Club in rehearsal; business students; part of religion program.



Catholic students are aware of what can be had, they will be inclined to take advantage of the situation.

Unwarranted Assumptions

The next step was to find a way to present the information to the students. After careful consideration, several possibilities were discarded. The college career day, for example, in which students speak to representatives of various colleges was deemed insufficient for the purpose, for it presupposes a great amount of knowledge on the part of the students. It assumes that most students are familiar with opportunities in certain professions and, further, that they have not only chosen their vocations but also have narrowed their choice of colleges to two or three. Experience has shown that these assumptions are unwarranted.

We were searching for a plan whereby the senior boys of Greater Kansas City Catholic high schools could (1) learn about the conditions prevailing in certain vocational and professional areas and (2) become familiar with the educational opportunities available not only at Rockhurst College but at *all* Catholic colleges.

Cooperation of Superintendent and Principals

In the first week of October 1954, the Rev. Joseph E. Gough, S. J., dean of our college with the assistance of the director of public relations, sought the reaction of the Catholic principals in the area to a tentative plan aimed at achieving the goals stated in the preceding paragraph. Receiving favorable response, the administration and faculty decided to hold the first annual Rockhurst Career Day on October 28, 1954. The diocesan superintendent of schools made it possible for all Catholic seniors to be dismissed before noon that day. The boys were to come to the program at Rockhurst, and the girls were to go to the College of St. Theresa, where a similar program was being sponsored.

Four Questions Singled Out

A week before the program, students who had expressed an interest received letters informing them in some detail of the nature of the proposed program. They were told that the program would center on what were generally considered the four most difficult questions facing high school students: (1) Shall I plan on going to college? (2) What field should I enter? (3) What are the requirements and opportunities in this field? (4) Which college or university can do the most for me? Students were asked to consider these problems so that they could bring their difficulties to the attention of the faculty counsellors who would be available at the college.

More than 400 students arrived at the college on the afternoon of October 28. They were received by card-identified graduates of the participating high schools, who gave each student an envelope which contained a list of Catholic colleges and universities for men in the United States, a representative list of colleges offering specialized and professional fields of

study (the list showed, for example, that it is possible to study architecture at Catholic University, Detroit, and Notre Dame), two leaflets on Rockhurst College, and some blank paper for use in making notes. Guides then escorted students to the auditorium, where the first part of the program was to take place.

Two Addresses, Counsellors Introduced

The students were welcomed to the college by the Very Rev. Maurice Van Ackeren, S.J., president, who spoke briefly on the function of Catholic education in the world today. The chairman of the department of classical languages then gave an address on the advantages of attending a Catholic college. He stressed particularly the point that Catholic colleges afford students the opportunity to "hobnob" with men who in addition to academic excellence hold certain moral convictions. The importance of a Christian atmosphere on the campus was noted.

Faculty members who were to serve as vocational counsellors were introduced to the students, who were asked to attend any one of a number of conferences in which a specific occupational area was to be discussed. Students could select from the following areas: accounting, biology, business, chemistry, coaching, dentistry, economics, engineering, English, history, industrial relations, journalism, languages, law, mathematics, medicine, philosophy, physics, the priesthood, teaching, and sociology.

Students' Questions Mature

The conferences consisted of a brief talk by a faculty counsellor on the educational and personnel requirements of a given field and the opportunities available at present and in the foreseeable future in that area. The conference on teaching might serve as a case in point. The instructor in charge of this conference explained the meaning of certification to interested students. He cited statistics to demonstrate the teacher shortage and the range of teacher salaries in the different sections of the country. He also touched upon the psychic income—the pleasure to be gained from working with youth—which the teaching profession provides. Students were then given an opportunity to ask questions, which generally proved to be of a very mature type. Did students from Catholic colleges find it difficult to get positions in public schools? Where were most Rockhurst graduates now teaching? Did many of our students go on to get advanced degrees?

At the completion of the first session, the students, since so many of them had not formulated a definite preference for a single field, were encouraged to investigate another area. This proved no problem, for faculty members simply had to repeat the talk they had given in the first session to the new students who showed up for the second conference period.

There were several activities possible for the remainder of the afternoon. There was a coke session in the cafeteria, which afforded students a chance to get

acquainted with other students or faculty members. Students were free to attend a freshman-varsity scrimmage in the gymnasium or simply to tour the campus.

Critique by Participants

A few days after the program, the director of public relations, attempting to determine the efficacy of the program, solicited the opinion of the faculty members and students who had participated. Criticisms from the students were varied. Most, however, felt that the program could have been more practical. To the four questions posed in the beginning of the article, some students believed that a fifth should be added, namely, "Should I go to college before or after I enter the service?" This they thought was a problem that every high school senior has to face. Other comments revealed the informative value of the sessions. Said one student, "I didn't know that so many Catholic colleges are co-educational." Said another, "I didn't know that so many Catholic colleges offer opportunities in music."

Cost Comparisons Suggested

Another group of students stated that the orientation talks were too long. Others declared that one of the two introductory talks should have dealt with the costs involved in getting an education at a local school and the costs involved in going away to school. Faculty criticism generally centered on the idea that the introductory talks should be governed by the attention span of students. All were surprised by the number and maturity of the students' questions.

The program also gave the sponsoring institution an opportunity to notice trends in the interests of high school students. Of the more than 400 students who attended the program, approximately 100 expressed an interest in engineering. Next in appeal were business administration and accounting, followed by medicine. A surprisingly large number of boys expressed an interest in coaching.

In a word, the general evaluation rendered was that the program, although rough in spots, was well worth repeating next year.

Lay Teachers Fill the Gap

(Continued from page 477)

that they are experts in their dealings with children."

The title chosen for this article might give the idea that the Congregation to which the writer belongs does not bemoan the dearth of religious vocations among our young girls. Certainly we do; we are as worried as anyone else in these days, but we also have a legacy to live up to. Our revered and saintly founder, the Reverend Charles Nerinck, shortly before leaving Kentucky for what he termed his "second exile," reminded the Sisters of the necessity for dependence on Divine Providence; he phrased his injunction in this manner, "Never forsake Providence and Providence will never forsake you." It is quite apparent that this loving Providence has in these

times shown itself to us in that strong urging of our Bishops to "Share-the-Sisters" and we trust that by making strenuous effort to do just that, the dear Lord and His Immaculate Mother will guide souls to Loretto's door who in turn will share and be shared in the great work of the teaching apostolate.

Atlantic City Welcomes NCEA

(Continued from page 468)

Guidance Clinic in the Prevention of Juvenile Delinquency," by the Rev. Stephen Gerencser, S.P., Ph.D., of Catholic Charities, Buffalo; "Teaching Children to Conform to the Rules of Society," by Mr. J. Francis Finnegan, director of Youth Services Committee, Philadelphia.

The second section, in Room B, will present a panel on "Residential and Day School Problems," with the Rev. John B. McDowell, Ph.D., assistant superintendent of Catholic Schools, Pittsburgh, as chairman. The panelists are: Sister Vincent Marie, M.S.B.T., Philadelphia; the Rev. Paul M. Lackner, Pittsburgh; the Rev. Stephen Landherr, Philadelphia; the Rev. Thomas Cribben, Brooklyn; Brother Doonan, C.F.A., Chicago; and Sister Joan Marie, O.S.F., Palos Park, Ill.

The third of these sectional meetings, in Room 14, takes up the subject "The Motor Handicapped and the Mentally Retarded Child." Four papers will be read and summarized: "The Techniques for Training the Multiple and Severely Handicapped Non-educable Child of Nursery and Kindergarten School Age," by Miss Mary T. Draffen, Society for Crippled Children, Washington; "The Psychological Basis for the Training of the Multiple and Severely Handicapped Non-educable Child," by Mrs. T. Forest St. Hilaire, Society for Crippled Children, Washington; "Vocational Guidance of the Handicapped," by Sister Teresa Gertrude, O.S.B., Ph.D., Seton Hall University; "Meeting the Educational Problems of the Cerebral Palsied Child," by Miss Kathryn C. Colton, Child Guidance Clinic, Jersey City.

The rich program of the special education department presents four sessions on Thursday, in which a number of experienced teachers and experts in the field of special education take part. These sessions give special attention to the mentally retarded, to special education in our parochial day schools, and to the re-education of the delinquent or socially maladjusted girl. A final session on Friday morning has as its theme, "The Emotionally Disturbed Child." Space limitations preclude even the listing of the papers and panels.

Other organizations meeting in conjunction with the fifty-second annual NCEA convention include the Catholic Audio-Visual Educators (CAVE), Catholic Business Education Association, Seminary Committee of the National Center of the Confraternity of Christian Doctrine, Carmelite Educational Conference, and Catholic Architects and Representatives of Diocesan Building Committees.

(Continued on page 513)



Choosing a Catholic College Series

REGIS COLLEGE FOR WOMEN

(A Catholic college for women, day and resident, conducted by the Congregation of the Sisters of St. Joseph of the Archdiocese of Boston. Incorporated under the laws of the Commonwealth of Massachusetts, Regis College for Women was formally opened in September, 1927, empowered to grant the degrees ordinarily conferred by colleges in Massachusetts.)

LOCATION

Regis College is situated on a 170-acre campus in rural Weston, Massachusetts, within easy access of the city of Boston. Communications should be addressed to *The Registrar*, Regis College, Wellesley Street, Weston 93, Massachusetts.

ACCREDITATIONS AND AFFILIATIONS

Regis College is affiliated with the Catholic University of America and is accredited by the New England Association of Colleges and Secondary Schools. It is accredited by the National Catholic Educational Association and the Board of Regents of the University of the State of New York. It holds membership in the American Council on Education, the Association of American Colleges, the American Medical Association, the College Entrance Examination Board and the National Commission on Accreditation.

COLLEGE OBJECTIVES

Regis College seeks to provide a Catholic liberal education for young women. Such an education, to be what it professes, must hold to the Catholic tradition; it must be geared to the condition of living in which the student finds herself; it must be distinctly womanly; it must satisfy the needs of her leisure as well as of her career. Through this type of training the purpose of Regis College is to assist each young woman to develop her finest potentialities according to her capacity. College life is not merely a period of apprenticeship for living, but is actually a part of life itself. Regis College provides the instruments by which the student learns in application the principles of a well-rounded, Catholic, cultured life. The curriculum is planned to give breadth and depth of knowledge; the extra-curricular offerings acknowledge that, while the main interest is intellectual, the student must be given opportunity for experience in religious and civic responsibility.

FACULTY

Members of the Congregation of the Sisters of St. Joseph of Boston (C.S.J.), priests, lay men and lay women.

LIBRARY

200,000 volume capacity, (50,000 volumes (capacity 200,000), 305 current periodicals.

DEGREES

Bachelor of Arts (Biology—Business—Chemistry—Economics—English—French—History—Home Economics—Latin—Mathematics—Psychology—Sociology—Spanish).

CURRICULUM DIVISIONS

Division of Arts, including the departments of Music, Art, Speech and Drama, Physical Education.

Division of Language and Literature, including the departments of Classics, Latin, Greek, English, French, German, Italian, Russian, Spanish.

Division of Natural Science, including the departments of Biology, Chemistry, Mathematics, Physics, Psychology.

Division of Philosophy and Theology.

Division of Social Science, including the departments of Business, Economics, Education, History, Home Economics, Library Science, Political Science, Sociology.

Illustrations (counter-clockwise): student editors; aerial view of section of campus; dramatic society members; college chapel; home economics class; facing Regis Hall which houses art and music studios.

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Via, Veritas, Vita

REGIS COLLEGE FOR WOMEN

THE CO-CURRICULUM

Student Personnel Services: Specially organized Appointment (Placement) Bureau—Individualized Guidance Services—Health Services—Formal and Informal Functions. College Societies and Clubs: Student Council—Student Association of Regis College—The Art Club—The Dramatic Club—The International Relations Club—The Mission Club—The Regis Glee Club—Sigma Tau Phi—The Writers' Club—The Ethelon Club—The Home Economics Club—Lambda Tau Phi—The Leo XIII Historical Society—Litterati—The Louis Pasteur Club—The Mathematical Club—The Modern Language Club—Nu Beta—Regis Chemical Society (Student Affiliate Chapter of the American Chemical Society)—The Secretarial Science Club—Six honor societies. Student Publications: *The Herald* (newspaper)—*Hemetera* (literary quarterly)—*The Mount Regis* (annual).

Athletic Program: The Athletic Association—Physical education required of all Freshmen and sophomores—field hockey—volley ball—basketball—archery—tennis—softball. Athletic program designed for future teachers.

ADMISSION REQUIREMENTS: GENERAL

Before any action can be taken by the Board of Admissions, the following must be filed with the *Office of the Registrar*. 1) Personal application. 2) Official transcript of secondary school record. 3) Statements regarding applicant's character, personality, fitness for college work. 4) Health record prepared by family physician and a certificate of vaccination. 5) Report of the Scholastic Aptitude Test from the College Entrance Examination Board.

ADMISSION REQUIREMENTS: SCHOLASTIC

An applicant for admission to the Freshman class of Regis College must meet the following scholastic requirements: 1) She must have graduated in the upper half of her class from a secondary school accredited at least by the State Department. 2) Her secondary school program must consist of fifteen units distributed as follows: English (3); foreign language, 2 in the same language; algebra (1); plane geometry (1); electives (8). Of the elective units at least 6 must be chosen in the fields of English, foreign language, mathematics, natural sciences or social science. Not more than 2 units of vocational subjects may be offered. Latin is strongly urged. 3) She must have attained a satisfactory score in the Scholastic Aptitude Test, Program I, given by the College Entrance Examination Board. The test may be taken on any one of the dates on which it is offered by the Board. (*Address all correspondence concerning the Scholastic Aptitude Test to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J., or P.O. Box 9896, Los Feliz Station, Los Angeles 27, California.*) 4) Foreign students may take a psychological test given by Regis College in place of the Scholastic Aptitude Test. Applications from foreign students should be accompanied by a letter stating reasons for wishing to study in the United States, and some evidence that their ability to use English is sufficient.

Advance standing applicants must present 1) An official transcript of her secondary school record; 2) An official transcript of her college record with a statement of honorable dismissal; 3) A catalogue of the college or university attended, marked to indicate the courses pursued there. 4) A certificate of health and good moral character. 5) Candidates for advanced standing who have not taken the Scholastic Aptitude Test in the senior year of secondary school will be required to take the College Transfer Tests.

EXPENSES FOR THE YEAR

Tuition and fees	\$500.00
Board	500.00
Residence	200.00—\$350.00

SCHOLARSHIPS

Eighteen full and partial scholarships are awarded by Regis College annually. For information on these scholarships, communications are to be addressed to *Chairman, Committee on Scholarships* by January 15.

Illustrations (clockwise): Glee Club officers; Science Building; in the laboratory; Prom Queen and her court; library activity; Father-Daughter Day.





Book Reviews

We and Our Children. By Mary Reed Newland (P. J. Kenedy & Sons, New York, 1954; pages 271; price \$3.50).

Religious teachers often write of methods of leading the little ones to Christ. When a mother of seven tells how she has been successful, we have a rather new approach to an old problem. With the down-to-earth theology of someone who loves and lives her faith, Mary Reed Newland in her recent book, *We and Our Children*, gives valuable helps not only for teachers but also for parents and all who are responsible for the formation of Christian character. A parent-teacher association would profit greatly by the perusal and the discussion of each valuable chapter.

The author offers practical suggestions for time of work and time of play. Assisting at Mass and receiving the sacraments are subjects which are treated, not with the cold objectivity of the erudite theologian, but with warm understanding of a mother who has experienced the thrill of having her little ones receive the Sacrament of Baptism, and who has seven times over prepared the holy innocents to make their first confession and receive their First Holy Communion.

Theologians tell us that God dwells within us. When Mrs. Newland stops in the midst of the humdrum household duties and says to her little helpers: "Let's be still for a minute and think of the Holy Trinity in our souls, and let us love God very much," we know she is expressing the same profound truth in simple language. When the youngster replies by saying: "Holy Trinity, living in my soul, I love You very much. Please help me to love you more," then we know it is possible to translate the principles of the interior life to fit into a

child's vocabulary in order to mold him in Christian living. Mary Reed Newland does just that as only a mother can. MOTHER FRANCIS REGIS CONWELL, O.S.U.

Teaching Every Child to Read. By Kathleen Hester (Harper and Brothers, pages xi, 416; price \$4.00).

The author's wide and practical experience in a variety of reading fields has enabled her to produce this unusual book, the theme of which is 'to help each child develop to the limit of his ability.' Most of the basic problems underlying the total reading process are presented in a style that is simple and direct.

Typical of the practical values of the book are (1) the brief interpretations of present-day philosophy of reading instruction which serve as an introduction to each of the five parts of the book; (2) the excellent summaries of the discussions; (3) the numerous examples of children whose unhappy reading experiences demonstrate violations of accepted theories dealing with pupil growth in and through reading. These carefully selected cases of children with real problems provide interesting previews which make this book not only a must for pre-service teachers, but also a kind of first aid kit from which in-service teachers may be guided in diagnosing and setting up remedial techniques for children with reading problems.

Dr. Hester looks at the various phases of reading from the viewpoint of the teacher. The subject, the pupil, the program, the improvement of instruction, and the appraisal of the process are analyzed interestingly with an understanding of the professional needs of the teacher.

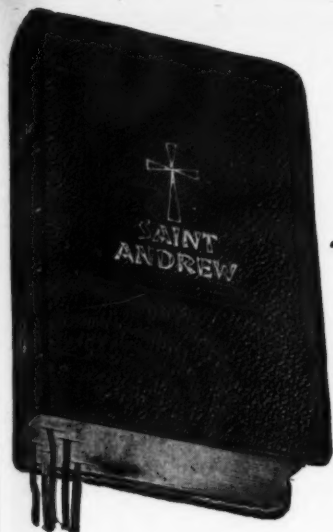
Part One of the book is especially important. The author defines pres-

ent-day objectives of reading instruction in the United States and discusses the development of current trends. Maturity and the role it plays in learning to read are treated extensively in Part Two. Stimulating suggestions for planning a reading program that brings success to each child regardless of individual differences are presented in Part Three.

Administrators will welcome Part Four for its guidance in helping parents understand how reading contributes to the development of the child, and for its detailed analysis of modern procedures involved in organizing the teaching staff into a working unit for the improvement of instruction.

It may be of interest in conclusion to state that this reviewer differs with the author in her approach to developing work attack skills. Some studies have demonstrated the value of teaching the alphabet and the basic sounds of the letters from the very beginning of reading instruction. Accumulating a sight vocabulary of from fifty to one hundred words as a basis for the development of important phonetic principles frequently is a difficult and sometimes an impossible task for children with poor memorial ability. Insecurity and a feeling of frustration develop early because of the failure these children experience when attempting to recall from configuration and contextual clues words they have previously learned. Habits of guessing and of dependence on others are less likely to be formed when children are taught the alphabet and phonetic sounds of the letters as a basis for recognizing the sight words they have encountered in their basal readers.

All who are concerned with the development of children can profit by reading this book for in it can be



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found something of value for most of the questions related to reading.
SISTER MARY LOUIS, R.S.M.

Electronics for Everyone: the Story of Electricity in Action: Television, Radio, Radar, High Fidelity, and other phases—What They Are and How They Work. By Monroe Upton (The Devin-Adair Co., 1954; pp xiv, 370; \$6).

Electronics for Everyone is the type of book that does not belie its title. Not a textbook, it serves to take the rank beginner behind the scenes of the working of electrons in the many intricate devices man has made to apply the principles so painstakingly discovered over the centuries.

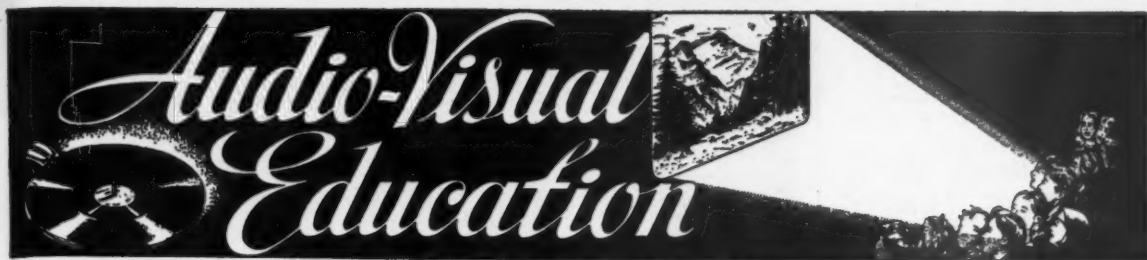
The author is thorough and very easy to follow, pacing his development of the application of principles so that the non-technical reader gains a grasp of the theory involved in the various devices which function through the control of electrons.

What sets this book apart is that the author humanizes what otherwise could be a cut-and-dry scientific presentation. That is, he traces the many discoveries in electricity that have led to the present advancement of the science of electronics by means of brief biographical vignettes of the men who made discoveries that cumulatively permit of their application to our needs. In this respect, the book could well be recommended by teachers to pupils who show a bent for tinkering with electronic gadgets prior to their studying and working with a book like *Understanding Radio*, 2nd ed., which calls for the application of the principles in circuitry.

It is refreshing to have the author quote from the *Summa Theologica* of St. Thomas Aquinas when discussing radio waves and the wave theory.

The general reader will be delighted with the author's mastery not only of his subject but also of the difficult art of exposition. This is no little helped by apt and at times humorous similes. He will also appreciate parenthetical page references back to some principle which the reader had best review for a better understanding of its use with others, for in a given apparatus many are put to use simultaneously.

P. J. LIND.



MERLIN IN THE MOVIES

By Rev. George V. McCabe, S.J., Ph.D., Weston College, Weston, Massachusetts

The Problem

THE 20th Century is a far cry from the 5th, but the magic of Merlin then has been applied to the magic of movies now. When one thinks of making a documentary film today, he can calculate it will cost approximately \$1000 a minute. Yet many schools, for many reasons—including audio-visual instruction, publicity, fund raising—have considered the prospect only to reject it because of the exorbitant price. With little or no experience in movie-making, they have approached a professional concern, and discovered a new world. Where the ordinary high school or college administrator thinks in terms of hundreds of dollars, movie-making magnates toss off terms of thousands. Is then the making of movies, for whatever good reason, out of the question for a Catholic school or parish?

The Solution

Movies are financially practical, if thinking is oriented in the right direction. Right thinking and planning is the "Merlin" that can make movies reasonably, indeed for less than \$20 per minute! The editors of THE CATHOLIC EDUCATOR have requested a description of how it can be done. Perhaps the best way is to describe how it actually was done, and those interested can make their own practical adaptations.

The Plan

Two years ago the idea was conceived of making a documentary film on the life of a New England Jesuit. Too many Catholics have not a clear idea of the *raison d'être* of religious orders; few know the scope of their endeavors. Even relatives of Religious are largely unaware of what constitutes life and education in a religious seminary. So, for purposes of adult education and to provide prospective aspirants to the religious life with an over-all view of that life, Jesuit superiors granted permission to begin the moving-picture.

The plan was to describe faithfully the fifteen-year educational and religious training of a Jesuit, with one sequence showing the work of the Brothers and another

depicting the priest teaching in high school or at Boston College, Holy Cross, or Fairfield University; as a chaplain in a hospital or with the Armed Forces; in preaching and administering the sacraments; in writing and in scientific experimentation; in radio and television work; and on the foreign missions.

The documentary would begin at Shadowbrook in Lenox, Massachusetts. The two years of Noviceship, the profession of vows, and the two succeeding years of the Juniorate with its emphasis on humanistic education would be portrayed. Then to Weston College for the three year period in the study of philosophy and science. The teaching status for the following three years would show Boston College High School; Cheverus in Portland, Maine; Cranwell in Lenox; and Fairfield in Connecticut; and if sent on the Missions, then St. George's in Kingston, B.W.I.; St. Joseph's College at Beirut in Lebanon; and Bagdad College in Iraq. Then back to Weston to describe the three years of sacred theology, ordination to the priesthood, the following year of theology study, capped by the year of tertianship at St. Robert's Hall in Pomfret, Connecticut.

Planning conference precedes filming "The Mission of a Jesuit." (Left to right) Donald J. Plocke, S.J., B.S.; Rev. George V. McCabe, S.J., Ph.D.; and Joseph B. Pomeroy, S.J., A.B.



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Mr. George Keefe, lay cameraman who photographed the American scenes in the film, adjusts his Bolex before taking off to shoot the Weston College campus from the air.

Implementing The Plan

Since no camera or lights were at hand, the filming was contingent on finding someone willing and able to contribute both equipment and services. The making of 16mm. movies is so widespread a hobby today that this is not the insurmountable problem it may at first seem. From several possibilities, we accepted the offer of Mr. George Keefe, some of whose excellent work we had seen before. He used a standard Bolex H-16 with wide-angle, normal, and telescopic lenses. The lighting in general was handled by using reflector photo-flood lamps with built-in reflectors (at \$1.30 each). Two four-light bars were used on standard camera tripods and four single bulbs were used in clamp-on sockets. Since these lights draw heavy current, extension cords were borrowed from the college maintenance department and run, whenever possible, to the fuse box closest to the actual filming location, and fuses were changed for the duration of the work to carry the load.

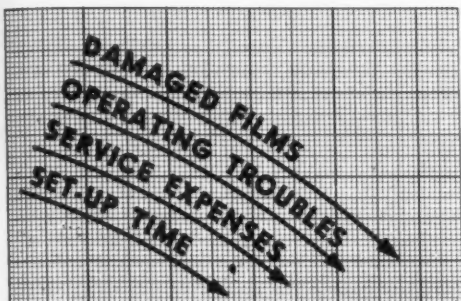
The Shooting Begins

With this basic equipment, the filming of the ordina-

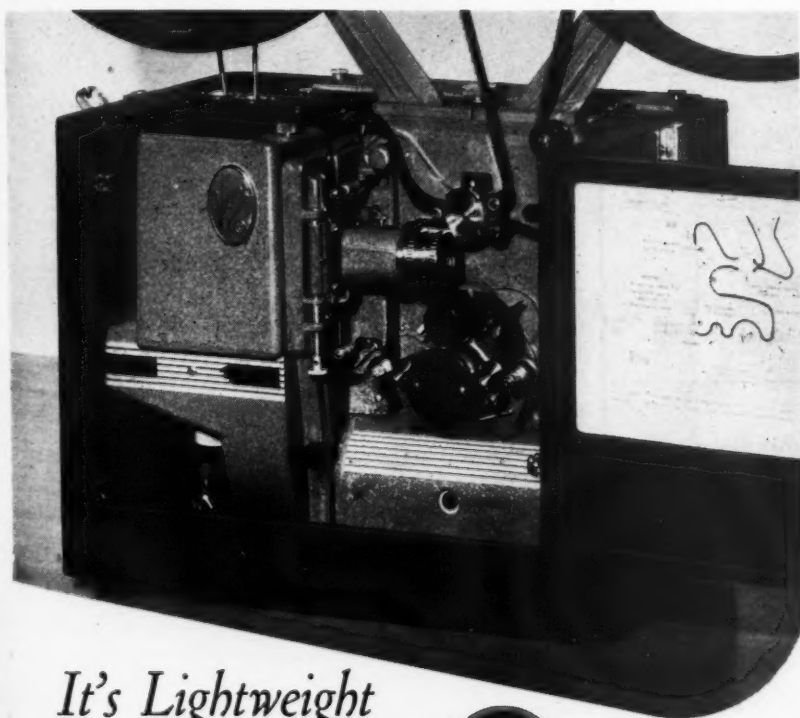
Loading camera and lighting equipment into car for remote shooting: (left) Thomas J. Loughran, S. J., A.B.; (right) Edward J. Hanrahan, S. J.



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tion at Weston in June 1953 was the first test. Flood lights were inserted into some of the ordinary chapel fixtures and at set-times during the ceremonies were put on so that progressive scenes could be taken. Still, because of the size of the Chapel, the light meter scarcely showed a reading for color film. Since the movement during the ceremonies is so deliberate, it was determined to take the pictures at silent speed (16 frames per second) to allow for a longer exposure time with the largest possible lens opening, rather than at regular sound speed (24 frames per second). The results were excellent, with scarcely any noticeable rapidity in the sequence. Once that hazard was overcome, further technical difficulties were faced with more confidence.

Special music is selected for recording by Rev. Martin F. McCarthy, S.J., Ph.D., choir director; and Raymond G. Helmich, S.J., organist.



The next problem was the making of titles, one of the most expensive processes to have done commercially. The technique used at Weston was as follows: the basic idea is that the same film is exposed twice, once for the lettering of the title, and once for the live background. White lettering was used so that all the emulsion on the color film would be exposed and no "double exposure" effect show from the background material. The lettering was shot first. The letters (three-dimensional plaster of paris) were glued to a piece of glass. This was set up on the stage of the auditorium and lighted from the sides with two photoflood bulbs. The purpose was to make the background as absolutely black as possible. The depth of the hall, the side-lighting, and the slow speed of the film all aided in this effect. (It had previously been found by trial that the blackest black background paper or cloth still reflected enough light to fog the remainder of the picture area when the background was exposed). When the main title, "The Mission of a Jesuit," and "The End" were taken this way, the credits were lined up using two-dimensional white plastic letters which adhere to the glass by themselves.

During the shooting of the title and the credits, the footage counter of the camera was watched carefully and the beginning and stop points of each title noted. The camera's hand crank was then inserted and the

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Rev. George V. McCabe, S.J., prepares the narration of the edited film, section by section, in his room. The film is silent at this stage.

film rewound to the beginning of the titles. The background shots for the titles (live action in the Tower Building's Rotunda at Boston College) were shot like any other original filming, care only being taken so that the proper action was shot as the footage counter showed that a given title was being done. In the judgment of professionals, the result was as smooth as any laboratory could produce.

Time and Space

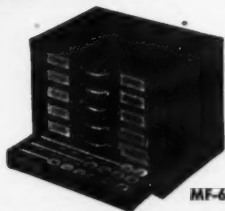
From this start, it took exactly one year (working on an average of two full days a week) to complete the film. In all, about 2500 feet of 16mm. Kodachrome film (at \$10 per 100 feet) were taken to include every aspect of the religious life: prayer, work, study, class and recreation. The geographical scope moved from Portland, Maine, to Fairfield, Connecticut; from Boston to Lenox, Massachusetts. The temperature during the filming ranged from 96 degrees (doing summer camp shots) to 12 degrees below zero (taking a train sequence for a transition: the movie almost ended here as a freight came from the West while the camera and all attention was focused on the Streamliner coming from

The silent film sequences are viewed and timed by Edward J. Hanrahan, S.J. (left) and Thomas J. Loughran, S.J.



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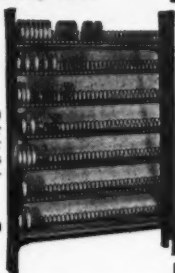
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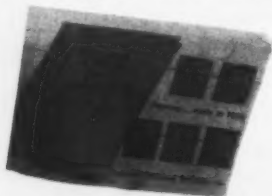
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*Donald J. Plocke, S.J., selects discs of recorded music, cut on
Audiodiscs, to be used for additional background on the film's
soundtrack.*

the East). The altitude varied from 30 feet below
ground (taking pictures of the Brothers at work in the
boiler room) to 1500 feet above ground (when Mr.
Ross, civilian head of Bedford Airport volunteered to
take Mr. Keefe in a Piper Cub for air shots of Weston
College. Never having been aloft before, our camera-
man had a slight feeling of insecurity which was not
bolstered by taking the door off the plane to prevent
glass distortion in the filming).

The Editing Process

It had been decided that the movie should not run
longer than 40 minutes, so the process of editing began.
The film was arranged chronologically on two separate
reels. Each reel of 1250 feet was viewed over and over
again with changes made practically each time. Some
scenes were too long and were cropped to perhaps three,
four, five or six seconds in length. Outdoor seasonal
shots were injected at the proper place, indoor and
outdoor scenes balanced, episodes juxtaposed to allow
the narrator time for an explanation of an involved
point. As a result of this strenuous pruning, the film
was cut to a final 1600 feet.

Script and Music

When the editing was completed, the script was begun.
The film would be put into the projector and run for
about twelve seconds. The narrative would be written to
cover that phase, then the film would be rewound,
replayed and the narration timed. After 215 such pro-
cesses, the script was complete.

The next step was to select appropriate background
music. The film and the narrative were studied for
themes and timing, and with recordings made at Weston
the musical score was completed.

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At this point, since only single perforated film had
been used, the 1600 feet was shipped for magnetic



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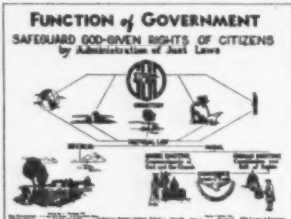


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(Left to right) Rev. George V. McCabe, S.J.; Joseph B. Pomeroy, S.J.; and Donald J. Plocke, S.J., prepare to record on the Bell & Howell Filmosound 202, a magnetic sound projector. During the actual recording, the door will be closed, of course.

coating. When it returned, the work of synchronizing the narration and the music to the film began. A projector was set up in the control room which projected the film through a glass door onto a screen in the speech studio. In that sound-proof room, the narrator followed the film and described the action into a microphone which connected into a central control panel. Meanwhile, on a two-turntable phono play-back machine, the music was channeled into the same control panel where it was monitored and the desirable ratio of speech

Scene in control room during recording of narration and background music. Joseph B. Pomeroy, S.J., seated at control console, and Donald J. Plocke, S.J., controls turntables at right.



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Edward F. Hallen, S.J., at the controls of the Magnecord tape recorder (rack-mounted) while preparing a tape recording of the film narration to be used in making an optical sound track.

to music was sent through to the projector which recorded the sound on the film's magnetic base.

All this was done on the original film with the exception of the Foreign Mission scenes which were duplicated from film sent from Jamaica and Bagdad. This trial copy was then shown to Jesuit superiors, priests, scholastics, laymen and high school boys for a critical appraisal. The final changes were made as a result of this criticism.

Since magnetic striped film can be reproduced on only two special type projectors, which would limit the distribution of the film, and since it was planned to produce the film on television, which has not the facilities for reproducing magnetic sound, another experiment was undertaken.

Optical Sound

The process of recording was undertaken again, but this time all the lines converged on the Magnecord tape recorder. Since only seven inch reels were usable on this

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OHM'S LAW (1/4 reel) graphically explains the importance of the law—voltage, current, electrical resistance—as a basic principle of physical science. Collaborator: Marvin Camras, Senior Physicist, Armour Research Foundation, Illinois Institute of Technology.

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CENTRAL AMERICA: GEOGRAPHY OF THE AMERICAS (1 reel) presents an overview of six Central American republics, their topographical regions and the effects of climate on the inhabitants and their chief products. Collaborator: Donald Brand, Professor of Geography, Univ. of Texas.

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Thomas J. Loughran, S.J., synchronizing optical sound track with original film by running them both through the same projector. The second projection machine on the floor serves merely as motor-driven feed and take-up for the picture film.

recorder, and the recording was to be made at fifteen inches per second tape speed for highest fidelity, this meant that only fifteen minutes of recording could be made at one time. So the 42-minute film was divided into four segments of from ten to twelve minutes apiece, each division being made where a pause without music for a few seconds would be natural. Each of these sections was recorded separately, with a section of silence at the beginning and end. The tapes were for-

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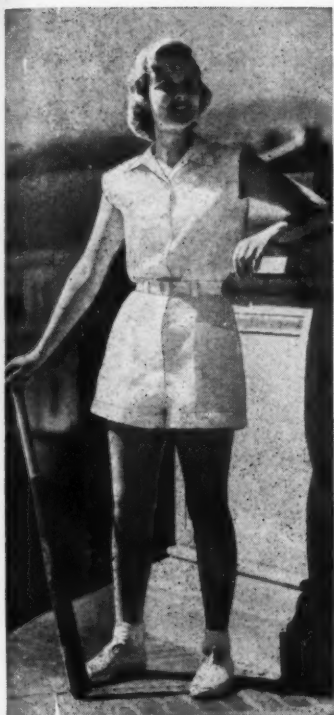
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Scene from the motion picture film, "Mission of a Jesuit," showing the Weston College choir with Rev. Martin F. McCarthy, S.J., conducting.

warded to a commercial laboratory where a film containing only an optical sound track was processed. The charge was \$35 per 400 feet of finished track.

Final Synchronization

The problem was now to synchronize the sound track with the picture film. Two separate projectors were set up, one merely to feed and take up the picture film, the other to run through the sound track. The sound

track and the film track were run through the upper projector together since then by merely listening and watching the picture, the synchronization could be determined. The two tracks were run through the picture projecting gate together, but were separated before the sound gate so that the sound track would go through its gate alone, though still in synchronization because of the previous sprocket position. Once the opening scene was synchronized, the following ten minute segment

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fell into place perfectly. Masking tape then marked the beginning and end of the first section.

In the second section, the main point of synchronization had to be at the scene where a bell was being rung. The sound and picture were matched at this point, the projectors reversed to the beginning of the second segment, and both films marked there with tape. At this point a large loop of sound track was left over. After a final check this loop was spliced off and the first two sections put together. The process was repeated for the final two sections using predetermined spots for synchronizing. Finally, when the business was completed, a hole was punched through the leader of both films marking the place that, where they were superimposed, the sound was synchronized. Both films were then sent to a commercial laboratory, with the necessary instructions and directions, where they made the composite print. The cost was 13¢ per foot for the first composite copy, and 12¢ per foot for the second. Further copies bring further reductions.

Merlin of the Movies

As a result of all this, a picture was produced that matched its professional counterpart in every possible way. Both producers and technicians have declared it excellent, as well as remarkable. On TV, and in its seventy-five public showings, "The Mission of a Jesuit" has met with genuine enthusiasm. The 'Merlin', or the magic, if you will, that is responsible for its success was



Scene from ordination sequence of the picture film, showing Archbishop Richard J. Cushing of Boston.

the planning and the work that was done by non-professional personnel. It produced a color film with optical sound track at well below \$20 a minute. This brings the field of 16mm. movies within the scope of most Catholic organizations. A great work can be done, at a reasonable price, in spheres where the efforts of Catholics are seriously needed. It is to be hoped that this experience, and the knowledge of the technicalities involved, will aid others in the making of documentary films for the greater glory of God.

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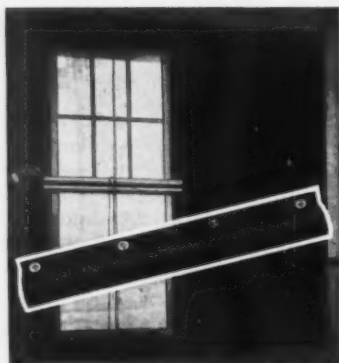
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Audio-Visual News

The American Pioneer Filmstrip Teaching Unit

The American Pioneer, a series of nine filmstrips by Eye Gate House, Inc., Long Island City 1, N. Y., was produced at Cooperstown, N. Y., with the active cooperation of the New York Historical Association and the Farmers' Museum.

Photographed amidst the authentic surroundings of a crossroads village of the 1790-1840 period, *The American Pioneer* graphically and dramatically portrays a moving and accurate pageant of this important segment of our national development.



The titles of individual filmstrips in the series are Conquering the Wilderness; Pioneer Home Life; Travel in Pioneer Days; Household Handicrafts; Pioneer Professions; A Pioneer Village; Pioneer Folk Art; Pioneer Artisans; and Children at Home and at School.

The price of *The American Pioneer* is \$25 for the nine filmstrips. The company has a fully illustrated filmstrip catalog, free for the asking.

A-V 1

Pageant of America Filmstrips Six More Units

The Yale University Press Film Service has completed six additional units in its authentic documentary series, *The Pageant of America Filmstrips*. Thus, the first eighteen of the thirty units which will comprise the series are now available. Reflecting the cooperative efforts of outstanding specialists in the fields of American history and visual education, the filmstrips cover the development of the United States throughout five centuries in all its important aspects, including our economic, social and cultural progress. An illustrated, professionally-written Teacher's Guide for each filmstrip adds to its educational effectiveness.

The new filmstrips are as follows:

Unit 13. *Early Americans on the High Seas*. The activities of American seamen, shipbuilders, whalers and merchants from early colonial times to the peak of clipper ship commerce in 1860. The extent of our

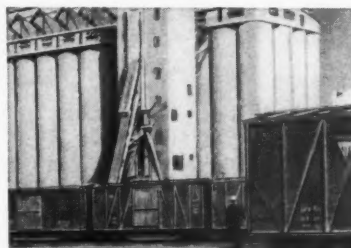
(Continued on page 514)

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Here we see a machine at the mill, which sifts flour by shaking it down through multiple layers of fine silk screen. From the mill, bulk shipments go to the bakeries — again by rail.



At the bakeries, dough is prepared by formula in huge batches. Enormous ovens, like the one above, bake thousands of loaves an hour. Then, machine-wrapped, the bread is rushed to stores.



Finally the loaf comes to you, fresh and wholesome . . . and possibly thousands of miles from its point of origin in a sunny western field! Last year, America ate over ten billion pounds of bread.

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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 17.

Prize Contests

Junior Dressmaking Contest \$85,000 Offered by Singer

Teen-agers and their younger sisters throughout the United States and Canada will turn to their sewing machines this spring to vie for national honors and a share of \$85,000 in prizes in the exciting, expanded third annual junior dressmaking contests sponsored by Singer Sewing Machine Company.

Prizes, up \$25,000 in value over last year, include more than \$14,000 in scholarships or scholarship funds; 132 Singer sewing machines; more than 3500 scissor

sets retailing at \$10 each; and eight all-expense trips to New York City for finalists and their mothers.

For the first time, younger girls from 10 to 13 years will compete in their own junior contest. The senior contest comprises teen-agers from 14 through 17.

The registration period begins at Singer Sewing Centers May 2 and ends August 20. Entries must be completed and ready for initial judging by September 3.

Each of the company's 1700 sewing centers in the U.S. and Canada will pick a senior and junior winner. Both receive scissor sets. All of the 3400 winning garments will be entered in one of 33 regional judgments. The best entry in each division at the regional level earns for its maker

a \$227.50 Singer Slant-Needle Portable with the exclusive automatic zigzagger plus a \$300 bonus scholarship for senior winners in or entering a home economics course in an accredited college or university. Second placers, both juniors and seniors, in regional judgments get \$166.50 Singer Featherweight Portables with automatic zigzagers.

Top garments from each region go to New York for the national pre-judging. There, nationally prominent experts will select the four best senior and the four best junior entries. These eight finalists, with their mothers, will go to New York this fall where, at a gala fashion show, prominent members of the press, radio and TV will pick the nation's champion junior and senior home dressmakers. The senior champion will be presented \$1000 in cash or scholarship fund; second placer gets \$750 in cash or scholarship fund; third best, \$600; and fourth, \$500. Top junior winner will be awarded \$500 in cash or scholarship fund; second, \$400; third, \$300; and fourth, \$250.

Girls may enroll in the Singer Teen-age Sewing Course in their local Singer Sewing Centers between May 2 and August 20. To be eligible for the contest, garments must be made in the classes and completed by September 3. Only dresses or casual wear may be entered. Coats and suits will not be judged. The course costs \$8.00.

Official entry blanks are available at local Singer Sewing Centers.

Scholarship Contest by Swingline

The manufacturer of the Top 30 Stapling Kit for school and home fastening, Speed Products Co., is awarding a \$3,000 scholarship to cover 4 years of college to the high school student who can give the best reasons, in 500 words or fewer, on "Why I Want to Go to College."

Besides the first prize, 100 regional honorable-mentions will be given.

Founder-president Jack Linsky of Swingline stated, "Our judges will be looking for a combination of best personal and civic reasons for why a student 'wants to go to college.'"

Contestants may obtain entry blanks from Swingline Contest Board, 32-01 Queens Blvd., Long Island City 1, New York, by sending a stamped self-addressed envelope.

The competition closes May 30, 1955, and the decision of the judges will be announced on or before June 30, 1955.

The winning entries will be chosen by Ed Sullivan, master of ceremonies of Toast of the Town; Dorothy Gordon, moderator of the N.Y. Times Youth Forum; Marjorie Deane, associate editor of Look magazine; and Charles Silver, president of the New York Board of Education.

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Editorial (Cont. from p. 485)

Catholic Business Education Association

The Catholic Business Education Association will hold its tenth national convention in conjunction with the NCEA convention of 1955. Wednesday, April 13, will be taken up with the annual Mass of Thanksgiving and a number of committee and board meetings. On Thursday morning at 11 o'clock Sister M. Dorothy, O.P., national president, C.B.E.A., will read a paper on "Growth of the C.B.E.A." This will be followed by a paper on "Place of Business Education in our Catholic Institutions," by the Rev. Martin F. Henneberry, S.J., director, school of business administration, St. Peter's College, Jersey City. The Right Rev. Msgr. Henry M. Hald, superintendent of schools, Diocese of Brooklyn, will address a luncheon meeting. Msgr. Hald will take as his subject, "The Tenth Anniversary of the C.B.E.A.—Its Achievements and Its Possibilities in the Future."

In the afternoon two panel sessions will be conducted. Participating in the high school panel are Sister Ann Joseph, R.S.M., Sacred Heart High School, Waterbury, speaking on "Ways and Means of Encouraging Members to Share Their Teaching Skills and Knowledge"; the Rev. Brother William, O.S.F., St. Leonard's High School, Brooklyn, on "Service Aids Provided for Business Teachers"; and Sister M. Geraldine, D.C., Seton High School, Baltimore, on "The 'Esprit de Corps' of the C.B.E.A. and Its Value to All Members."

The Rev. Raymond F. X. Cahill, S.J., Holy Cross College, Worcester, will act as discussion leader of the college panel. Brother Remigius, Thibodaux College, Thibodaux, Louisiana, will confine himself to "Curriculum Changes Influenced by the C.B.E.A." The Rev. Charles B. Aziere, O.S.B., editor, *Catholic Business Education Review*, takes up "An Evaluation of Business Education Literature." The final point of the discussion, "The C.B.E.A.—A Guiding Factor in Graduate Courses in Business Education" will be handled by Edmund A. Smith, assistant dean, College of Commerce, Notre Dame University.



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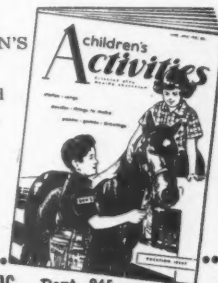
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A-V News (Cont. from p. 511)

foreign trade and the effect of our seafaring activities upon coastal towns and upon the growth of allied industries.

Unit 14. *California, Texas and the Mexican War.* The movement of Americans into Mexican territory and the war for Texas Independence. The causes, principal events and outcome of the Mexican War. The California gold rush, culminating in statehood for California.

Unit 15. *Slavery and the War Between the States.* The plantation system and the place of slavery in the Southern economy. The reasons for the War Between

the States, legislative attempts to resolve the conflict, the formation of the Southern Confederacy, the decisive battles of the war, and the surrender of General Lee. Lincoln emerges as one of the great Presidents in history.

Unit 16. *Union and Reconstruction.* The assassination of Lincoln and other problems facing the United States following the war between the States. The Old South in ruins. The task of reconstruction left to the successors of Lincoln during the administrations of Johnson, Grant, and Hayes. The last Federal troops withdrawn from the South in 1877.

Unit 17. *The Age of Reform.* How many important political and economic reforms came about, mainly between 1880 and 1912, including a civil service system, the Australian (secret) ballot, the organization of labor unions, the Interstate Commerce Commission, the Sherman Antitrust Act, the Pure Food and Drug Act, and conservation of our natural resources. The administrations of Arthur, Cleveland, Harrison, McKinley, Roosevelt, and Taft.

Unit 18. *Farmer, Rancher and Cowboy.* The progress in farms and farming from the earliest settlements on the eastern seaboard to the opening of the Great Plains area. The growth of the cattle industry, the colorful life of rancher and cowboy, the effect of the machine age upon farm life, and the development of modern scientific farming.

A-V 2

A-V Equipment Directory

A revised second edition of the "NAVA Audio-Visual Equipment Directory" is announced for immediate release by the National Audio-Visual Association, 2540 Eastwood Avenue, Evanston, Illinois. This is designed to serve as a guide to current models of audio-visual equipment: Projectors, Reproducers, Recorders and Accessories.

The new Directory includes 421 photographs and complete specifications and prices covering 16mm motion picture equipment (optical sound projectors, magnetic sound projectors, repetitive equipment); filmstrip and slide projectors; opaque projectors; overhead projectors; special purpose projectors; automatic continuous still projectors; sound slidefilm projectors; record and transcription players; disc recorders; magnetic tape recorders and playbacks; repetitive tape equipment; projection screens; projection tables and stands and projection pointers. Special sections are included which list sources of film library equipment and services and miscellaneous accessory equipment.

Also included in the new "Directory" is a visual thumb index to each section; a complete listing of manufacturers' names and addresses (over 200) with page references to their listing and a glossy of trade names with reference to the manufacturers' name.

The revised "Directory" is 8½x11 inches in size, 184 pages, soft cover, plastic bound and is priced at \$4.00 per copy, or \$3.50 if payment accompanies order.

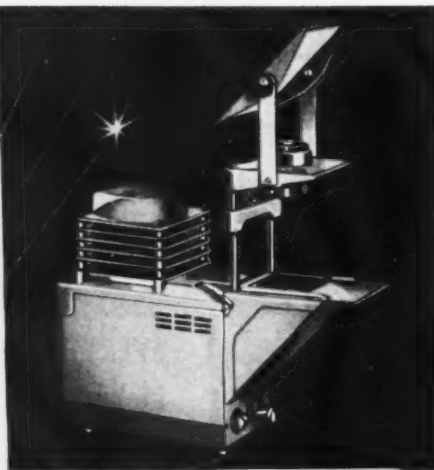
A-V 3

Band and Orchestra Films

Coronet Films, Chicago, announced the release in March of a series of five new 16mm sound motion pictures designed to introduce the instruments of the band and orchestra to young people.

Featured in the films are the Youth Orchestra of Greater Chicago, under the direction of Herman Felber, and the prize-

the NEW KEYSTONE Overhead Projector



Either without the carrying case, or with it—the new Keystone Overhead Projector is easy to carry.

Compact construction— simple lines— many improvements.

Brighter Illumination on screen— refined optical system— objective lenses and front condensing lens hard-coated.

Improved Cooling— pulling up air on all sides of the lamp.

Two-Way Switch turns on lamp and fan together— or fan only, to cool lamphouse.

Easy to carry without a case— or in the new smaller and lighter carrying case.

All Old Attachments are Useable— and lenses for the old Keystone Overhead, as well as most other parts, are interchangeable.

This Projector Keeps Busy! It projects standard slides, 2-inch slides, strip film, micro-slides— and of course it's the perfect projector for Tachistoscopic Techniques.

Write for Circular, or a Demonstration.

KEYSTONE VIEW CO., Meadville, Pa.
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winning Joliet Township High School Band, led by Bruce Houseknecht. Educational collaborator for the entire series was Traugott Rohner, Associate Professor of Music Education at Northwestern University.

The films are "aimed primarily at demonstrating the concepts of both bands and orchestras, at the same time helping children to choose the instruments they would like to play. Filmed in color, these motion pictures employ the direct-to-audience approach, in which the narrator speaks as if he were watching the film with the audience, guiding the children, explaining, interpreting and pointing out items of importance."

The new series may be purchased from Coronet Films, Coronet Building, Chicago 1, Illinois, or rented from leading film rental libraries.

Instruments of the Band and Orchestra: Introduction (1 reel, sound, color or b & w). "This film is a general introduction to bands and orchestras, which explains the three sections of the band, the brasses, the woodwinds, and the percussions, and shows how the additional section of strings gives the orchestra its different sound. The more common instruments of each section are demonstrated" (Intermediate, junior high, senior high).

Instruments of the Band and Orchestra: the Brasses (1 reel, sound, color or b & w). "We hear the distinctive sounds of the brass section, showing how this group contributes to the full sounds of bands and orchestras. After an animated explanation of the basic principles on which brasses operate, we are musically and visually introduced, one at a time, to the cornet, the trumpet, the French horns, the trombones, the baritone, the tuba, and the sousaphone" (Intermediate, junior high, senior high).

Instruments of the Band and Orchestra: the Woodwinds (1 reel, sound, color or b & w). "The woodwinds produce the interesting, colorful sounds in bands and orchestras. We see how the woodwinds are held and played, and hear their distinctive sounds, and learn the principle on which the woodwinds operate. The basic woodwind instruments introduced are: the flutes and the piccolo, the single reeds, including the clarinets and saxophone, and the double reeds, including the oboe, the alto oboe (English horn), and the bassoon" (Intermediate, junior high, senior high).

Instruments of the Band and Orchestra: the Percussions (1 reel, sound, color or b & w). "We see the importance of the percussions in both bands and orchestras, and are introduced to the most common of the many percussions that are used. We hear, and see played, the bass drum, snare drum, field drum, and tympani, or kettle drums; the cymbals, including the sock cymbal of dance bands; the tam-

bourine, triangle, temple blocks, castanets, and gong; claves, marimba, bells and chimes" (Intermediate, junior high, senior high).

Instruments of the Orchestra: the Strings (1 reel, sound, color or b & w). "The section that is peculiar to orchestras is analyzed in this film. We see the basic principles of operation of the string instruments, and show, in simple analysis, how string instruments are played. The instruments that we see and hear are: the violin, viola, cello, and string bass (also called the bass viol, or double bass, or contra bass); we are shown several types of bows, and see and hear various musical

effects obtainable from the instruments; the harp is shown as a regular member of the string section, and the piano is presented as one which can be included in that section" (Intermediate, junior high, senior high).

A-V 4

Two New Color Films in Biology Issued by Dowling

Two unusual color-sound films in ten minute length, for subject areas of General Science and Biology have just been released by Pat Dowling Pictures of Los Angeles. They were designed for use in elementary and junior high school grades.

In *Animal Life at Low Tide* a boy and

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American Seating Universal Desks, with their superior functional advantages, now give you even greater value with the first and only metal-and-plastic top, designed and manufactured by American expressly for classroom use. Lowers maintenance cost.

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Typical advantages are long-life die-formed construction; maximum desk-top working surface; 45° left-and-right seat swivel that minimizes room needed for getting in or out; cradleform sitting comfort; self-adjusting lower back rail; one-piece steel book-box; wide-range adjustability of seat and desk. Send for illustrated folder on American Universal Desks describing the new metal-and-plastic desk-top.

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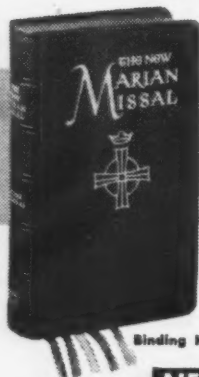
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A guide to the Prophets of Israel

By J. Chaine, trans. by Brendan McGrath, O.S.B.

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girl "visit a tide flat along the ocean shore and find and examine a rich assortment of animal life. Because of the necessity for extremely close detail on the movements of the water animals, and because many of the scenes required photography under water, many months of photography were devoted to production of this film. Such tidewater inhabitants as starfish, tube-building sea worms, sea anemones crabs, limpets, sea urchins, sand crabs and snails are studied.

"The animal's natural means of protection and method of obtaining food is seen in each instance. An unusual sequence shows the molting of hermit crabs, with a comic aspect when two crabs select the same shell as a home."

In *Aquarium Wonderland* a boy "is shown setting up an aquarium and studying the many strange and interesting things that may be found in an ordinary small aquarium. Through close-up and microscopic photography and also animation, the unusual way that fish breathe, hear, feel, smell and swim is explained.

"The inter-dependence of plants and animals is pointed out. The picture motivates student participation by showing the correct way to set up and maintain a small aquarium and how to properly feed and care for fish. The many unusual scenes include progress studies of gold fish eggs hatching, photographed through the microscope."

A-V 5

Free 1955-1956 Catalog of Coronet Films

Coronet Films, Chicago, announces the release of its new 1955-1956 catalogue of 16mm sound motion pictures for educational use. It is available without charge to schools.

The 96-page, four-color catalogue describes 603 teaching films, most of which are available in full color as well as black-and-white. These are presented in logical sequence from films for kindergarten and the primary grades through the intermediate grades and high school—including special mention of desirable films for use in teacher-education, other college courses, and for adult education.

Film listings include a brief description and the length of each subject, the subject areas and grade levels in which each film may be used most effectively, and identification of the educational collaborator.

A complete alphabetical listing of all Coronet films, with page reference to the descriptions in the catalog, appears in the back of the book.

A free copy of the four-color 1955-1956 catalogue of the largest group of up-to-date educational films in natural color or black-and-white may be obtained by writing to Sales Department, Coronet Films, Coronet Building, Chicago 1, Illinois.

A-V 6

Visual Aids for Dental Health

A miscellany of visual aids relating to dental health and personal grooming are available free to teachers. They are a complete teaching unit with teacher's manual, wall charts, and individual leaflets for distribution.

When requesting the materials, teachers should give the grade and subject taught as well as the number of boys and girls in the class.

Address requests to Educational Service Department-CE, 45 Rockefeller Plaza, New York 20, N. Y.

A-V 7

New Keystone Overhead Projector, No. 1055

This new classroom lantern-slide projector that is more compact, has brighter illumination on the screen, is quieter, also cooler, having a double-walled lamphouse and a more effective newly designed cooling system. It will take projection lamps of 500 watts, 750 watts, 1000 watts.

The new overhead projector offers the same widely varied usefulness and flexibility as the original Keystone Overhead; it projects standard (3¼ x 4") lantern slides; multiple Tachistoslides (4" x 7");

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THE NEW
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All books and teaching helps of The New Cathedral Basic Reading Program will be on display in Booths F-45 and F-47 at The National Catholic Educational Association Convention.

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and with accessories also projects two-inch slides, strip-film, and microscope slides.



It is easily carried around with or without a case. The outside measurements of the case are 18" high, 17" long, 8" wide. The maker is Keystone View Company, Meadville, Pennsylvania.

A-V 8

Flannaroll Screen

This new flannel board is made so that it may be rolled up like a map is. The flannel is backed by small slats and the whole rolls onto a heavy-duty spring roller and into an aluminum cannister. A specially constructed easel, included in the price, lends rigidity to the display base.

Sizes are 24" x 34" and 32" x 46". They are available from Self Teaching Aids, Los Angeles 44, California.

A-V 9

New Audio-Visual Catalog Issued by Dowling Pictures

Pat Dowling Pictures has just issued a new 1955 catalog of audio-visual materials offered to schools, including color-sound films, filmstrips and study prints. New subjects in both films and filmstrips which have just been completed are included. The catalog may be obtained from Pat Dowling Pictures, 1056 South Robertson Blvd., Los Angeles 35, California.

A-V 10

RCA School Sound Systems

How much sound does your school need? That is a question you can help yourself answer from the reading of an illustrated brochure recently issued by the Sound Products Dept. Radio Corporation of America, Camden, N. J.

While there is really no readymade sound system to suit the needs of all school layouts, the company is prepared to give free technical service for the planning for your own school's needs.

A-V 11

FOR HIGH SCHOOL HISTORY CLASSES..

NOW READY!

CIVILIZATION FOR MODERN TIMES

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News of School Supplies and Equipment

Telescopic Chair Stand

Illustrated is a new development in a telescopic chair stand by Berlin Chapman Company, Berlin, Wisconsin, manufacturers of mechanical folding bleachers. Here the entire setup folds back into a compact unit to provide maximum floor space for other activities.



When pulled out to its fullest length, it is a comfortable seating arrangement with the chairs rigid and safe. This telescopic chair stand was made for and has been installed in the Richmond Arena, Richmond, Virginia. SS&E 1

The "Utilicase"

A new type portfolio made of plastic with toothless zipper closure appears to be as handy a case as any teacher could want for carrying tests and papers to and from school.

Called the "Utilicase," it is inexpensive enough to permit having one for each class the teacher has papers for: Latin I, Latin II, and French I, French II, etc.

Each comes with a bit of gold leaf for immediately identifying the possessor, or school name.

At present 12 standard colors are available, and as many as twenty more may be specially ordered in a quantity purchase.



Back and front of the Utilicase may be of different colors, to enable the school to match its school colors. These cases are made only in quantity to order. Special combinations of school colors are possible in two colors diagonally across, each side having a two-tone effect.

Discounts to schools, colleges, and other institutions are 40% by the dozen, 40 and 5 by the half-gross, and 50% by the gross.

Two sizes are available, 14" x 11" and 16" x 11".

Construction is of heavy gauge plastic; the plastic slide closure is as "smooth as silk"; and the weight is little, being much

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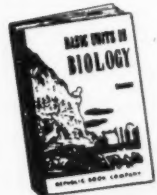
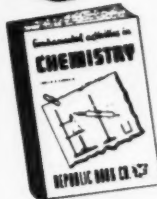
Ask for a handy leaflet which gives prices, full listing of available colors, and other details. The maker is Placa Division, Barclay Industries Corp., Philadelphia 32, Pa. SS&E 2

Moore's New Gymwear Styles for Girls

Be sure to get your copy of the 1955 Moore catalog of new gymwear styles for girls in the grades, high schools, and colleges. Very attractively gotten up, in full color, it illustrates the entire line of tunics, one-piecers, tumbler suits, and shorts and shirts.

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The picture shows Carole Segermark, former Miss Chicago, modeling one of the new shorts-and-shirt styles at a 3-day sales workshop for the thirty-some of the Moore selling organization. The catalog may be had from E. R. Moore Co., Chicago 13, Illinois.

SS & E 3

A New Tackboard by Armstrong

A new tackboard with decorative as well as functional qualities for schools, has been introduced by the Armstrong Cork Company.

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MARY V. BOURKE
Director, Catholic Education

material is a resilient cork composition made specifically for bulletin board use. It is furnished in continuous roll form in $\frac{1}{4}$ " and $\frac{1}{2}$ " thicknesses and in 48" and 72" widths. Available in seamless boards as long as 85 feet, it can be installed in one piece, which reduces the installation time and results in a more attractive, more durable job. The installation of the board is further simplified by the use of Armstrong J-1114 Adhesive, which will bond it firmly to any clean, dry wall surface.

It is available in four modern pastel tones, sage green, pueblo gray, cork tan, and coral. These new colors harmonize with the brighter, lighter color schemes that are featured in today's attractive classrooms. Also, the finely textured surface of the board has relatively high light reflectance. This helps to reduce eyestrain and nervous fatigue that sometimes result from looking at wall areas of different brightnesses.

The new tackboard takes tacks easily, holds them firmly, and retains its tack-holding qualities despite repeated use of the same spot. The soft texture of the board makes the removal of tacks easy, without the use of tack pullers, while the resilience of the tackboard composition fills the tack holes quickly.

The tackboard may be obtained from school supply houses throughout the country.

SS & E 4

New Metal-and-Plastic Desk Tops

A completely new metal-and-plastic top called Amerex, developed and manufactured by American Seating Company in Grand Rapids, Michigan, is now available on American Universal desks No. 536 and 534, and single-pupil tables No. 528 and 524.



The Amerex top has an application of completely new structural engineering principles to the desk top, provides a steel

frame to insure adequate strength, a long surface wear-life in a hard-core plastic desk-top panel. The panel and steel frame are locked together and fully protected on all edges by a continuous banding of hard-aluminum alloy.

This new Amerex top will assure greater surface durability, uniform color, and smoothness and freedom from the numerous hazards of wood tops.

Designed and constructed especially for classroom use, the new Amerex top resists ink, water colors, showcard paints, milk, perspiration and other mild acids. Pointing out that this new product has

five times greater surface resistance to wear than do wood desk-tops, American Seating Company officials add that its smooth surface effectively resists defacing and dents by pencils, ball-point pens and similar instruments.

They also say that uniform light reflectance of 45% is assured by the semi-mat, surface-finish texture of the plastic panel. This is different from the ordinary commercial plastic which is made in high gloss and then brushed to remove glare.

The No. 536 Ten-Twenty desk which will now feature the metal-and-plastic top is an individual movable seating unit con-

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sisting of a seat and die-formed book-box adjustable for height and united by a continuous steel standard. The top can be adjusted to level, 10-degree or 20-degree positions and has an improved adjusting mechanism for quiet operation. A newly developed friction hinge holds the desk top open for access to the book box when the lid is opened from the 20-degree position.

The desk standards are of continuously welded steel tubing, each end of which is equipped with an easily operated one-piece wrap-around clamp for secure height adjustment of seat and top. Legs are formed of one-piece steel and are fitted with heavy metal-glider feet 1 1/4" in diameter. The crowned floor contact is mechanically locked and welded to the leg.

Seat swivel and fore-and-aft adjustment provide a smooth, quiet swivel movement of the chair approximately 45 degrees to left or right. It has a large bearing surface designed to minimize wear and wobble. There is also a 2 1/2" sliding fore-and-aft adjustment on the No. 536 desk, with cushioned stops, which operates at the pupil's will without locks or other devices.

SS&E 5

**Multi-color Duplicating
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An economy-priced, hand-operated mimeograph with many deluxe features has been introduced by A. B. Dick Company, Chicago. The machine has an automatic-inking enclosed cylinder, permitting the use of inks which dry on contact with paper. An ink recovery system makes frequent re-inking during long runs unnecessary.

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time on this machine. The black inked pad is covered with a sheet of plicofilm and a clean second pad can then be added for the color inks.

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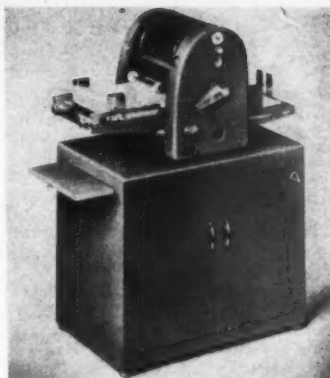
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SS&E 6

Enriched Macaroni

Teachers of several subject areas will find interesting and useful a newly issued brochure, *Enriched Macaroni*, prepared by the Vitamin Division of Hoffmann-La Roche, Inc., Nutley 10, N. J.

Covered are its history, what macaroni consists of, the many types to be had, how it is made, what enrichment means—all these can serve in economic geography, biology and general science classes.

An accompanying "Versatility Chart," colorfully illustrated with appetising dishes prepared with macaroni, will be welcomed by the teacher of home economics for its poster value as well as its recipes.

SS&E 7

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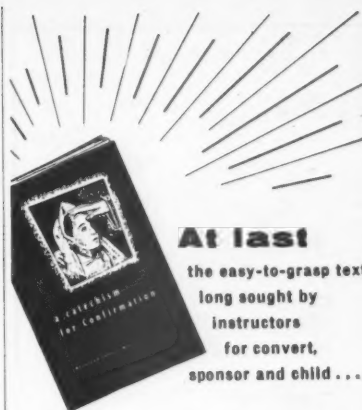
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